

## V. Specialized Program Content Required for this Endorsement: Reading P-12

- A. This program must demonstrate how the appropriate IRA Standards for Reading Professionals are integrated and assessed throughout the program.

### Integration and Assessment of International Reading Association (IRA) Standards for Reading Professionals (2010)

#### *International Reading Association Holistic Matrix for Teaching Classroom Reading P-12*

A= Assessed in the Course

course	I. IRA Foundational Knowledge	II. IRA Curriculum and Instruction	III. IRA Assessment & Evaluation	IV. IRA Diversity	V. IRA Literate Environment	VI. IRA Professional Learning and Leadership
EDAP 636 Advanced Reading Methods P-12	A	A		A		A
EDAP 610 Literacy Research and Theory	A			A		
EDAP 642 Literacy Learning and Cultural Differences	A	A		A	A	A
EDAP 678 Language Knowledge and Acquisition	A			A		A
EDAP 615 Measurement and Diagnosis of Literacy	A		A			

#### IRA Standard I: Foundational Knowledge

Courses	Title	Examples of Experiences/Assessments
EDAP 636	Advanced Reading Methods P-12	Candidates take quizzes on professional reading. For the Hallmark, candidates develop a literature review on a literacy topic. Candidates must know how to read, analyze, and integrate literacy research findings in order to successfully complete the assignment.
EDAP 610	Literacy Research and Theory	Candidates reflect on each chapter of the course text. Candidates implement two strategy try-outs where they review their own classroom data and implement a research-based strategy. Candidates choose a professional book and present key findings to peers. For the Hallmark, candidates participate in an Instructional Strategy Coaching Project where they assist another teacher in analyzing data, and then recommend research-based instructional strategies and materials for that teacher. Candidates must know research in major components of reading and

		how to select appropriate instructional strategies and materials.
EDAP 642	Literacy Learning and Cultural Differences	Candidates design a five-day lesson sequence in a subject and topic they are required to teach enhanced through equity pedagogy learned in class. The Hallmark for this class is a Video Analysis on Equity Lesson Sequences, where students teach a lesson, videotape, and analyze their teaching for equity practices. Candidates must know research on equity practices and pedagogy in order to successfully complete the assignment.
EDAP 678	Language Knowledge and Acquisition	Candidates complete a Phonics Self-Study to develop their own knowledge of English language and reading fundamentals, and take a final exam on the content. Candidates create a Language Strategy Toolkit of hands-on strategies to teach phonemes, syllables, morphemes, syntax, and spelling. For the Hallmark, candidates develop a Language Knowledge and Acquisition Case Study where they work with a struggling reader or student learning English, record observations, analyze the observations, and draw conclusions. Candidates must know fundamental English language, reading, and second language acquisition concepts in order to successfully complete the assignment.
EDAP 615	Measurement and Diagnosis of Literacy	Candidates compile an Assessment Resource Binder of appropriate assessments for classroom use. For each assessment, candidates critique the strengths and potential challenges of the tool or practice. Candidates must understand the concepts of literacy assessment to select and critique assessment tools and practices.

#### IRA Standard II: Curriculum and Instruction

Courses	Title	Examples of Experiences/Assessments
EDAP 636	Advanced Reading Methods P-12	Candidates discuss the history of literacy curriculum methods in the U.S. Candidates develop a knowledge of curriculum and instruction while de-constructing the Common Core Standards and creating an ideal literacy curriculum. Candidates also assist a colleague in analyzing classroom data, and then recommend instructional strategies and materials to meet the needs of those particular students.

EDAP 610	Literacy Research and Theory	Candidates read about and discuss research-based curriculum and instruction methods and materials for all learners.
EDAP 642	Literacy Learning and Cultural Differences	Candidates plan and deliver instruction in a five-day equity sequence where they video and analyze their own instruction for equity issues.
EDAP 678	Language Knowledge and Acquisition	Candidates read about and discuss research-based curriculum and instruction particular to English Language Learners.

### IRA Standard III: Assessment and Evaluation

Courses	Title	Examples of Experiences/Assessments
EDAP 636	Advanced Reading Methods P-12	Candidates learn about state and local assessment, analyze classroom assessments with a colleague in the Hallmark assessment, and plan and teach two reading strategies with assessments included.
EDAP 610	Literacy Research and Theory	Candidates design a five-day lesson sequence in a subject and topic they are required to teach enhanced through equity pedagogy learned in class. The Hallmark for this class is a Video Analysis on Equity Lesson Sequences, where students plan and teach a lesson, videotape, and analyze their teaching for equity practices. Student assessment is part of this lesson sequence.
EDAP 642	Literacy Learning and Cultural Differences	For the Hallmark assessment, candidates do a pre and post assessment with a case study student. Candidates communicate the results of this assessment to the classroom teacher and parents.
EDAP 678	Language Knowledge and Acquisition	Candidates read and critique professional readings on literacy assessment. Candidates create an Assessment Resource Binder for use in the classroom. For the Hallmark assessment, candidates administer a Diagnostic Assessment Series, and communicate results to appropriate stakeholders.
EDAP 615	Measurement and Diagnosis of Literacy	Candidates learn about state and local assessment, analyze classroom assessments with a colleague in the Hallmark assessment, and plan and teach two reading strategies with assessments included.

#### IRA Standard IV: Diversity

Courses	Title	Examples of Experiences/Assessments
EDAP 636	Advanced Reading Methods P-12	Candidates learn strategies to use with diverse literacy learners. A school district expert on English Language Learners visits and engages candidates in hands-on activities regarding these students. For the Hallmark, candidates conduct an Instructional Strategy Coaching Project and must demonstrate thoughtful use of students' interests, reading abilities, and backgrounds as foundations for reading and writing programs.
EDAP 610	Literacy Research and Theory	Issues of equity and diversity are explored in this class. Candidates read a professional text focused on diversity and conduct a literature review that may include a diversity focus.
EDAP 642	Literacy Learning and Cultural Differences	Diversity is the focus of this course. Candidates design a five-day lesson sequence in a subject and topic they are required to teach enhanced through equity pedagogy learned in class. The Hallmark for this class is a Video Analysis on Equity Lesson Sequences, where students plan and teach a lesson, videotape, and analyze their teaching for equity practices.
EDAP 678	Language Knowledge and Acquisition	The Hallmark assessment for this course is a Language Knowledge/Acquisition Case Study with a child learning a first or second language. Attention to the child's home culture or cultural/linguistic differences is a component of the rubric for the case study.
EDAP 615	Measurement and Diagnosis of Literacy	Candidates choose and critique relevant professional articles for the course. At least one of these articles must address literacy assessments with diverse populations.

#### IRA Standard V: Literate Environment

Courses	Title	Examples of Experiences/Assessments
EDAP 636	Advanced Reading Methods P-12	Candidates create a literate environment where students can take risks while teaching their reading strategy try-outs. Candidates assist colleagues in creating a literate environment in the colleague's classroom as part of the HAT: Instructional Strategy Coaching Experience.
EDAP 610	Literacy Research and Theory	Candidates describe what constitutes a literate environment where students can take risks.

EDAP 642	Literacy Learning and Cultural Differences	Candidates create a literate environment where students can take risks while planning and teaching a video equity lesson sequence.
EDAP 678	Language Knowledge and Acquisition	Candidates create a literate environment where students can take risks while interacting with a preschool child developing first language or an ELL student learning English.
EDAP 615	Measurement and Diagnosis of Literacy	Candidates create a literate environment where students can take risks while administering a series of diagnostic assessments.

#### IRA Standard VI: Professional Learning and Leadership

Courses	Title	Examples of Experiences/Assessments
EDAP 636	Advanced Reading Methods P-12	Candidates coach a colleague to analyze classroom data and recommend evidence-based curriculum strategies and materials for the needs of that particular class.
EDAP 610	Literacy Research and Theory	Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture in their written projects.
EDAP 642	Literacy Learning and Cultural Differences	Candidates present an instructional lesson sequence and invite feedback from colleagues. Candidates also lead professional discussions about literacy equity issues in schools.
EDAP 678	Language Knowledge and Acquisition	Candidates prepare and lead professional discussions on chapters pertaining to brain research, ELL research and methods, and modeling comprehension. Candidates also prepare and present a multimedia presentation on major second language acquisition theories to teach colleagues the main points.
EDAP 615	Measurement and Diagnosis of Literacy	Candidates lead professional discussions on readings about appropriate assessment and assessment issues.

- B. The program must demonstrate how the Kentucky Core Academic Standards for English/Language Arts are integrated and assessed. The program must also demonstrate how the program prepares candidates to teach and assess these standards.

**Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation**

The Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation have been adopted for the standards for the state of Kentucky, and will be assessed for the first time in spring 2012. Candidates in the Teaching Classroom Reading P-12 program will need to be highly familiar with the standards and appropriate instruction and assessment in order for P-12 students to read and write on grade level. Candidates in this program will participate in a variety of experiences and assessments focused on the Common Core Academic Standards, as shown in the table below:

<b>Course</b>	<b>Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation</b>
EDAP 610: Literacy Research and Theory	Candidates discuss the history of the Common Core Standards and assessment and participate in activities to develop expertise in the research base behind components of the standards.
EDAP 636: Advanced Reading Methods	Candidates de-construct the Common Core Standards strands of Reading, Writing, Language, and Speaking & Listening grades K-12, as well as Literacy in History/Social Studies, Science, and Technical Subjects (6-12). Candidates develop a model classroom instructional framework that includes curriculum planning and instructional experiences that will facilitate student mastery of the Common Core Standards.
EDAP 642: Literacy Learning and Cultural Differences	Candidates determine appropriate Common Core Academic Standards in an equity lesson series.
EDAP 678: Language Knowledge and Acquisition	Candidates develop a working knowledge of the Phonological Awareness and Phonics and Word Recognition sections of the Foundational Skills P-5 Common Core Standards by completing <i>Phonics for the Teacher of Reading</i> . Weekly quizzes and a final ensure that teachers have this knowledge base.
EDAP 615: Measurement and Diagnosis of Literacy	Candidates learn to develop and administer formative and summative assessments to measure progress in student mastery of the Common Core Standards.

- C. The IRA standards for Pre-K and Elementary Classroom Teacher **and** Middle and High School Reading Classroom Teacher are used for Reading P-12 Endorsement program reviews in Kentucky. This program must demonstrate how the 2010 IRA Standards for these teachers are integrated and assessed throughout the program, including the following requirements:
1. A valid teaching certificate
  2. Typically, the equivalent of 21-27 graduate semester hours in reading, language arts, and related courses.

At admission, the CARDS 4 (Admission) cover sheet will have a place for the admissions counselor to indicate that the applicant holds a valid teaching certificate. The CARDS 4 cover sheet will not be sent to the screening committee until all admission criteria have been verified including this requirement. The admissions counselor will verify the teaching certificate by reviewing the applicant's status at the EPSB certification website.

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

<b>IRA Standards and Elements</b> Reading (Pre-K and Elementary Classroom Teacher and Middle and High School Reading Classroom Teacher)	<b>Evidence that demonstrates competence may include, but is not limited to the following:</b> If you assess additional evidence, add bullets as needed.	<b>How is each candidate's competence in this element assessed? Competence may be assessed multiple times through the course of the program.</b> For each assessment, list the course number and assessment title. Link the assessment title to the relevant location in the syllabus for the course of which it is a part. If the bulleted item is not assessed as part of the program, place NA in the corresponding column.
<b>Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.</b>		
1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition,	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Recognize major theories of reading and writing processes and development, including first and second literacy acquisition and the role of native language in learning to</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Responses</a> <a href="#">642 – Reading Responses</a> <a href="#">678 – Case Study (HAT)</a>

language comprehension, strategic knowledge, and reading–writing connections.	read and write in a second language.	<a href="#">678 -- Metaphorical Thinking Activity</a> <a href="#">678 -- Student led Discussion</a>
	<ul style="list-style-type: none"> <li>Explain language and reading development across elementary years (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) using supporting evidence from theory and research.</li> </ul>	<a href="#">610 -- Reading Responses</a> <a href="#">615 -- Blackboard Discussion</a> <a href="#">615 -- Prof. Presentation</a> <a href="#">615 -- Lit. Article Critiques</a> <a href="#">636 -- ISCE (HAT)</a> <a href="#">678 -- Case Study (HAT)</a> <a href="#">678 -- Metaphorical Thinking Activity</a> <a href="#">678 -- Student led Discussion</a>
	<ul style="list-style-type: none"> <li>Demonstrate knowledge about transfer of skills from the primary or home language (L1) to English (L2) as it affects literacy learning across these components.</li> </ul>	<a href="#">642 -- Video Analysis (HAT)</a> <a href="#">678 -- Case Study (HAT)</a> <a href="#">678 -- Metaphorical Thinking Activity</a>
	<ul style="list-style-type: none"> <li>Explain the research and theory about effective learning environments that support individual motivation to read and write (e.g., choice, challenge, interests, and access to traditional print, digital, and online resources).</li> </ul>	<a href="#">610 -- Lit. Review (HAT)</a> <a href="#">610 -- Reading Program Research Review</a> <a href="#">636 -- ISCE (HAT)</a> <a href="#">642 -- Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Reading Responses</a> <a href="#">642 --Lit. Book P/P</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Read the scholarship of the reading profession and recognize the theoretical knowledge base about the reading and writing of adolescents.</li> </ul>	<a href="#">610 -- Lit. Review (HAT)</a> <a href="#">610 -- Reading Responses</a> <a href="#">636 -- ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Explain major theories of reading and writing processes and development in adolescents using supporting research evidence, including the relationship between culture and the native language of English learners as a support system in their learning to read and write in English.</li> </ul>	<a href="#">610 -- Lit. Review (HAT)</a> <a href="#">610 -- Reading Responses</a> <a href="#">642 -- Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Reading Responses</a> <a href="#">642 --Lit. Book P/P</a> <a href="#">678 -- Case Study (HAT)</a> <a href="#">678 -- Metaphorical Thinking Activity</a> <a href="#">678 -- Student led Discussion</a>
	<ul style="list-style-type: none"> <li>Explain language and reading development during adolescence (e.g., word recognition, language comprehension, strategic knowledge, and reading-writing connections) with supporting evidence from theory and</li> </ul>	<a href="#">610 -- Lit. Review (HAT)</a> <a href="#">610 -- Reading Responses</a> <a href="#">636 -- ISCE (HAT)</a> <a href="#">678 -- Case Study (HAT)</a>



	research.	<a href="#">678 -- Metaphorical Thinking Activity</a>
	<ul style="list-style-type: none"> <li>Explain the research and theory about learning environments that support individual motivation to read and write.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> , <a href="#">610 -- Reading Program Research Review</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">642 -- Home/Community Study</a>
1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.	<ul style="list-style-type: none"> <li>Identify major milestones in reading scholarship and interpret them in light of the current social context.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Responses</a> <a href="#">615 – Literacy Article Critiques</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Reading Responses</a>
1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.	<ul style="list-style-type: none"> <li>Show fair mindedness, empathy, and ethical behavior in literacy instruction and when working with other professionals.</li> </ul>	<a href="#">610 – In-class Engagements</a> <a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 --Lit. Book P/P</a> <a href="#">678 -- Student led Discussion</a>
	<ul style="list-style-type: none"> <li>Use multiple sources of information to guide instructional planning to improve reading achievement of all students.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading program research review</a> <a href="#">615 –Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
<b>Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.</b>		
2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Explain how the reading and writing curriculum is related to local, state, and professional standards.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 – In-Class Engagement</a>
	<ul style="list-style-type: none"> <li>Implement the curriculum based on students' prior knowledge, world experiences, and interests.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>

		<a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>Evaluate the curriculum to ensure that instructional goals and objectives are met.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Plan with other teachers and support personnel in designing, adjusting, and modifying the curriculum to meet students' needs in traditional print, digital, and online contexts.</li> </ul>	<a href="#">610 – Literature Review (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">642 – In-class Engagement</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Explain how the reading and writing relate to their content area and to local, state, and professional standards.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>Implement the curriculum based on students' prior knowledge, world experiences, and interests.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>Evaluate the curriculum to ensure that instructional goals and objectives meet the reading and writing demand of the content areas.</li> </ul>	<a href="#">636 -- Prof. Standards Connection Paper</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. [McKenna and Stahl (2009) define <i>reading</i> as including word recognition, language comprehension, and strategic knowledge (see the <a href="#">Glossary</a> for their definition of <i>cognitive model of reading</i> ).]	<ul style="list-style-type: none"> <li>Work with other teachers and support personnel to design, adjust, and modify the curriculum to meet students' literacy needs.</li> </ul>	<a href="#">610 – Literature Review (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Select and implement instructional approaches based on evidence-based rationale and student needs, and purposes for instruction.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Differentiate instructional approaches to meet students' reading and writing needs.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>

	<ul style="list-style-type: none"> <li>Implement and evaluate instruction in each of the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<ul style="list-style-type: none"> <li>Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 – Reading Responses</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Select and implement reading and writing approaches that are evidence based and meet student needs</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Differentiate instructional approaches to meet students' reading and writing needs in the content areas.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Implement and evaluate content area instruction in each of the following elements: vocabulary meaning, comprehension, writing, motivation, and critical thinking.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Reading Responses</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>Incorporate traditional print, digital, and online resources as instructional tools to enhance student learning.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>As needed, adapt instructional approaches and materials to meet the language-proficiency needs of English learners.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 – Reading Responses</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources.</li> </ul>	<a href="#">610 – Literature Review (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Exit slips</a> <a href="#">642 -- In-class Engagement</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate knowledge about various materials, including those specifically for adolescent learners, and their uses.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 -- In-class Engagement</a> <a href="#">642 --Lit. Book P/P</a>
	<ul style="list-style-type: none"> <li>Guided by evidence-based rationale, select and use traditional print, digital, and online resources.</li> </ul>	<a href="#">610 – Literature Review (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Exit slips</a> <a href="#">642 -- In-class Engagement</a>
<b>Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.</b>		
3.1: Understand types of assessments and their purposes, strengths, and limitations.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate an understanding established purposes for assessing student performance, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.</li> </ul>	<a href="#">615 – Diagnostic. Assessment Series (HAT)</a> <a href="#">615 -- Blackboard discussion</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>Describe strengths and limitations of a range of assessment tools and their appropriate uses.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">615 -- Blackboard discussion</a>
	<ul style="list-style-type: none"> <li>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">615 – Literacy Article Critiques</a>
	<ul style="list-style-type: none"> <li>Explain district and state assessment frameworks,</li> </ul>	<a href="#">615 – Diagnostic. Assessment Series</a>

	proficiency standards, and student benchmarks.	<a href="#">(HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of reading and writing elements of content area assessments and their purposes in assessing student performance.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">615 -- Blackboard discussion</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>Describe the strengths and limitations of a range of assessment tools and their appropriate uses.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">615 -- Blackboard discussion</a>
	<ul style="list-style-type: none"> <li>Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">615 – Literacy Article Critiques</a>
3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.	<ul style="list-style-type: none"> <li>Explain district and state assessment frameworks, proficiency standards, and student benchmarks.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a>
	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.</li> </ul>	<a href="#">615 – Diagnostic Assessments Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Interpret and use assessment data to analyze individual, group, and classroom performance and progress.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>Collaborate with other teachers and with support personnel to discuss interpretation of assessment data and their uses in responding to student needs and strengths.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Select or develop appropriate assessment tools to monitor student progress and to analyze instructional effectiveness.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Administer classroom and school-based assessments using consistent, fair, and equitable assessment procedures.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Recommend and administer assessments for students in need of reading and writing assistance.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>

	<ul style="list-style-type: none"> <li>Interpret and use assessment data to analyze individual, group, and classroom performance and progress within and across content areas and disciplines.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Collaborate with content teachers to monitor student progress and to analyze instructional effectiveness.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
3.3: Use assessment information to plan and evaluate instruction.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Use assessment data to evaluate students' responses to instruction and develop relevant next steps for teaching.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Interpret patterns in classroom and individual students' data.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a>
	<ul style="list-style-type: none"> <li>Collaborate with other reading professionals to modify instruction and to plan and evaluate interventions based on assessment data.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Use assessment data to plan instruction systematically and to select appropriate traditional print, digital, and online reading resources.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Use assessment data to evaluate students' responses to instruction and develop relevant next steps for teaching.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Identify and interpret patterns in classroom and individual students' data.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a>
	<ul style="list-style-type: none"> <li>Collaborate with content area teachers to use assessment data to modify instruction, evaluate the effectiveness of instruction, and plan content literacy initiatives.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">615 -- Blackboard Discussion</a> <a href="#">636 – ISCE (HAT)</a>
3.4: Communicate assessment results and implications to a variety of audiences.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Communicate assessment purposes and a summary of results to appropriate audiences (i.e., student parents or guardians, colleagues, and administrators).</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>Use assessment data and student work samples to discuss relevant implications and goals for reading and writing instruction.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">678 – Case Study (HAT)</a>

	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Communicate assessment purposes and discuss results with appropriate audiences (i.e., student, parents or guardians, colleagues, and administrators).</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>Use assessment data and student work samples to discuss implications for reading and writing instruction (e.g., highlight differences in student work samples across the content areas).</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
<b>Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</b>		
4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 - Reading Responses (Finn)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Home/ Community Study</a>
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.</li> </ul>	<a href="#">610 – Reading Responses (Finn)</a> <a href="#">610 -- Lit. Review (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which the various forms of diversity interact with reading and writing development.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Home/Community Study</a> <a href="#">642 – Reading Responses</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 --Lit. Book P/P</a> <a href="#">642 -- Reading Response</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which diversity can be used to strengthen a literate society, making it more productive, more adaptable to change, and more equitable.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Response</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>



		<a href="#">642 – Reading Responses</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Response</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which diversity influences adolescent literacy development.</li> </ul>	<a href="#">610 – Reading Responses</a> <a href="#">610 -- Lit. Review (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- Home/Community Study</a> <a href="#">642 – Reading Responses</a>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationship between first- and second-language acquisition and literacy development.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 --Lit. Book P/P</a> <a href="#">642 – Reading Responses</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Assess the various forms of diversity that exist in students as well as in the surrounding community.</li> </ul>	<a href="#">610 – In-class engagement</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>• Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<ul style="list-style-type: none"> <li>• Provide instruction and instructional that are linked to students' backgrounds and facilitate a learning environment in which differences and commonalities are valued (e.g., use literature that reflects the experiences of marginalized groups and the strategies they use to overcome challenges).</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>• Provide instruction and instructional formats that engage students as agents of their own learning.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>



	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Assess the various forms of diversity that exist in students as well as in the surrounding community.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Provide instructional formats that engage students as agents of their own learning.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
4.3: Develop and implement strategies to advocate for equity.	<ul style="list-style-type: none"> <li>Provide students with linguistic, academic, and cultural experiences that link their communities with the school.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<ul style="list-style-type: none"> <li>Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
<b>Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</b>		
5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Arrange their classrooms to provide easy access to books, other materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>Modify the arrangement to accommodate students' changing needs.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Exit slips</a> <a href="#">642 -- In-class Engagement</a>

	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Arrange their classrooms to provide easy access to books, other instructional materials, and specific areas designed for a variety of individual, small-group, and whole-class activities.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Prof. Standards Connection Paper</a> <a href="#">642 -- In-class Engagement</a>
5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.	<ul style="list-style-type: none"> <li>• Modify the arrangement to accommodate students' changing needs.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">636 -- Exit slips</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>• Demonstrate a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded support in creating low-risk and positive social environments.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>• Model and teach students routines for establishing and maintaining positive social environments (e.g., appropriate ways to interact with each other and adults).</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Exit slips</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).	<ul style="list-style-type: none"> <li>• Create supportive environments where English learners are encouraged and given many opportunities to use English.</li> </ul>	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>• Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>• Create and use routines to support instructional and social goals (e.g., regular steps for sharing and responding to stories, formats for reporting, and efficient transitions among activities, spaces, and online resources).</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.	<ul style="list-style-type: none"> <li>• Use evidence-based rationale to make and monitor flexible instructional grouping options for students.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>• Model and scaffold procedures, so students learn to work effectively in a variety of classroom configurations and activities.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally</a>

		<a href="#">Relevant Pedagogy (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>• Use various practices to differentiate instruction (e.g., cooperative learning, literature circles, partner work, and research/investigation groups).</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
<b>Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.</b>		
6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.	<ul style="list-style-type: none"> <li>• Demonstrate an awareness of the factors that influence adult learning, organizational change, professional development, and school culture.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Article presentation</a> <a href="#">615 – Professional Presentation</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 -- Student led Discussion</a>
6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>• Display positive reading and writing behaviors and serve as a model for students.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Responses</a> <a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Reading Strategy Tryout</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Case Study (HAT)</a> <a href="#">678 -- Student led Discussion</a>
	<ul style="list-style-type: none"> <li>• Promote student appreciation of the value of reading traditional print, digital, and online resources in and out of school.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>• Work collaboratively and respectfully with families, colleagues, and community members to support students' reading and writing.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>• Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 – Reading Program Research Review</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>• Implement plans and use results for their own professional</li> </ul>	<a href="#">636 – ISCE (HAT)</a>

	growth.	<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Join professional organizations related to reading and writing and participate as members.</li> </ul>	<a href="#">610 – Reading Responses</a> <a href="#">642 – Reading Responses</a>
	<ul style="list-style-type: none"> <li>Demonstrate effective use of technology for improving student learning.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Display positive reading and writing behaviors and serve as a model for students.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">615 – Diagnostic Assessment Series (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">678 – Case Study (HAT)</a>
	<ul style="list-style-type: none"> <li>Understand the families' and community's roles in helping students apply reading and writing skills to content learning.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>Work with families, colleagues, and the community to support student learning.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 -- Home/Community Study</a>
	<ul style="list-style-type: none"> <li>Promote student understanding of the value of reading traditional print, digital, and online resources in and out of school.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Webquest</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">642 -- In-class Engagement</a>
	<ul style="list-style-type: none"> <li>Identify specific questions and goals about the teaching of reading and writing and plan specific strategies for finding answers to questions.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Program Research Review</a> <a href="#">636 – ISCE (HAT)</a>
	<ul style="list-style-type: none"> <li>Carry out plans and use results for their own professional growth.</li> </ul>	<a href="#">610 – Lit. Review (HAT)</a> <a href="#">610 -- Reading Program Research Review</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<ul style="list-style-type: none"> <li>Are members of professional organizations related to reading and writing.</li> </ul>	<a href="#">610 – Reading Responses</a> <a href="#">642 – Reading Responses</a>
	<ul style="list-style-type: none"> <li>Demonstrate effective use of technology for improving student learning.</li> </ul>	<a href="#">615 – Diagnostic Assessment Series (HAT)</a>

		<a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a> <a href="#">678 – Online Lang. Strategy Tool Kit</a> <a href="#">PGP (Professional Growth Plan)</a> (Candidates complete the PGP when they enter the program [CARDS 4] and re-visit it as part of the exit portfolio process [CARDS 6].)
6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.	<ul style="list-style-type: none"> <li>Recognize the importance of professional development for improving reading and writing in schools.</li> </ul>	<a href="#">PGP (Professional Growth Plan)</a> (Candidates complete the PGP when they enter the program [CARDS 4] and re-visit it as part of the exit portfolio process [CARDS 6].)
	<ul style="list-style-type: none"> <li>Participate individually and with colleagues in professional development programs at the school and district levels.</li> </ul>	<a href="#">PGP (Professional Growth Plan)</a> (Candidates complete the PGP when they enter the program [CARDS 4] and re-visit it as part of the exit portfolio process [CARDS 6].)
	<ul style="list-style-type: none"> <li>Apply learning from professional development to instructional practices.</li> </ul>	<a href="#">PGP (Professional Growth Plan)</a> (Candidates complete the PGP when they enter the program [CARDS 4] and re-visit it as part of the exit portfolio process [CARDS 6].)
6.4: Understand and influence local, state, or national policy decisions.	<b>Pre-K and Elementary Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Are informed about important professional issues.</li> </ul>	<a href="#">610 – Reading Responses</a> <a href="#">610 -- Lit. Review (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Exit slips</a> <a href="#">642 – Reading Responses</a> <a href="#">642 --Lit. Book P/P</a>
	<ul style="list-style-type: none"> <li>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>
	<b>Middle and High School Reading Classroom Teacher</b>	
	<ul style="list-style-type: none"> <li>Are informed about important professional issues.</li> </ul>	<a href="#">610 – Reading Responses</a> <a href="#">610 --Lit. Review (HAT)</a> <a href="#">636 – ISCE (HAT)</a> <a href="#">636 -- Exit slips</a> <a href="#">642 – Reading Responses</a> <a href="#">642 --Lit. Book P/P</a>
	<ul style="list-style-type: none"> <li>Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction.</li> </ul>	<a href="#">636 – ISCE (HAT)</a> <a href="#">642 – Designing/Analyzing Culturally Relevant Pedagogy (HAT)</a>

## Curriculum Contract/Guidesheet

**University of Louisville**  
**College of Education and Human Development**

Teaching Classroom Reading with Endorsement in Reading P-12

Name \_\_\_\_\_

Address \_\_\_\_\_

Zip \_\_\_\_\_

Phone # \_\_\_\_\_

Other Phone # \_\_\_\_\_

Student ID# \_\_\_\_\_

Email address \_\_\_\_\_

**Education Advising Center**  
**College of Education and**

**Human Development****University of Louisville****Louisville, KY 40292****(502) 852-5597**

Advisor \_\_\_\_\_

**CARDS 4 (Entry Assessment):** Admission to Graduate School and to the Teaching Classroom Reading P-12 Endorsement program; Self-Assessment on Kentucky Guide to Reflective Classroom Practice; **Professional Growth Plan**; must hold a valid teaching certificate.

COURSE PREFIX	NUMBER	COURSE TITLE	CREDIT HOURS	SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
<b>Reading Core – 12 hours (9 hours should be completed before CARDS 5 Midpoint Assessment)</b>						
EDAP	610	Literacy Research and Theory	3			
EDAP	636	Advanced Reading Methods	3			
EDAP	642	Literacy Learning and Cultural Differences	3			
EDAP	678	Language Knowledge and Acquisition	3			

**CARDS 5 (Mid-point Assessment- after 9 hours):** Successful completion of all Core work; IRA Standards Midpoint Portfolio; self-assessment on standards 1-4 of the *Kentucky Guide to Reflective Practice*. Scored acceptable or target on Rubrics for Advanced Candidates (by advisor); acceptable Dispositions assessment; minimum GPA of 3.0.

EDAP	615	Measurement and Diagnosis of Literacy	3			
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**CARDS 6 (Exit Assessment):** Successful completion of all required coursework; completed IRA Standards Portfolio; **updated and revised Professional Growth Plan**; final self-assessment on all standards of the *Kentucky Guide to Reflective Practice*. Scored acceptable or target on Rubrics for Advanced Candidates (by advisor). PRAXIS for Reading (#0204) with acceptable KY cut score

**Minimum total hours:** 15

**Notes**

- Transfer credit must be officially accepted by the advisor - final acceptance is dependent upon receipt of official transcripts.
- A maximum of 6 hours taken in non-degree status can be applied toward a master's degree (upon approval of advisor).
- To complete the program, students must have minimum of a 3.0 cumulative grade point average. No credit shall be accepted for carrying a grade lower than "C".
- The Reading P-12 endorsement requires an acceptable score on the PRAXIS for Reading (#0204).

Program sheet Addendum

Y ☐N ☐

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING CENTER BEFORE THE STUDENT CAN BE ADMITTED TO THIS PROGRAM.

Student \_\_\_\_\_

Date \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Copy to:

EAC ☐Student ☐Advisor ☐Dept. ☐

Student ID # \_\_\_\_\_  
 Degree Program \_\_\_\_\_

College of Education

Human Development

University of Louisville  
 Louisville, KY. 40292  
 (502) 852-5597

<b>Required Course</b> (course number, title, and hours)	<b>Substitution</b> (course number, title, and hours)

**Please list courses transferred from other Colleges/Universities.**

<b>Course</b> (course number and title)	<b>SEMESTER HOURS</b>	<b>University or College</b>

<b>NOTES</b> (any additional information regarding student's program)

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING CENTER BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

\_\_\_\_\_  
 Advisor

\_\_\_\_\_  
 Student

Copy to:

EAC ☐

Student ☐

Advisor ☐

Dept. ☐

EDAP 610 Literacy Research and Theory



**EDAP 610: Literacy Research and Theory (3 credits)  
Syllabus**

**Instructor:** Dr. Lori A. Norton-Meier  
**Email:** lori.nortonmeier@louisville.edu  
**Phone:** (502) 853-1316  
**Office Hours:** Tuesday 10-2, and by appointment

**Catalog Description**

EDAP 610 Literacy Research and Theory: An advanced course in literacy, providing an intense analysis of current research and theories in the strategies of teaching literacy at the elementary, middle and high school levels.

**Course Purpose**

This course is designed to provide the foundations for literacy instruction; that is, it will provide teachers of all grade levels with knowledge of current literacy research as well as past literacy research and the ability to use this research in designing, implementing, and evaluating strategies for literacy learning. For some students, this course will serve as an introduction to the field of literacy, while for others it may be more of a review. For this reason, the course will allow individuals to read/study in their area of interest.

**Required Readings**

Finn, Patrick. (2009). *Literacy with an Attitude: Educating Working-Class Children in Their Own Self Interest*. Albany, NY: SUNY Press. (ISBN 978-1-4384-2806-2)

Samuels, S. Jay & Allen Farstrup. (2011). *What Research Has to Say About Reading*



*Instruction- 4<sup>th</sup> Edition.* Newark, DE: International Reading Association. (ISBN 978-0-87207-177-3)

Tracey, D.H., & Morrow, L.M. (2006). *Lenses on reading: An introduction to theories and models.* New York: Guilford.

Other readings to be supplied in class or made available in PDF form on Blackboard.

*In addition, students will be asked to read articles of their choice related to one instructional topic/strategy.*

### **Recommended Readings**

*Students are also asked to join the International Reading Association at [www.reading.org](http://www.reading.org) - the journals will be very helpful to keep you up-to-date on current research and issues in the field of literacy education.*

**LiveText® Software:** LiveText® may be purchased in the ERTC by cash or check or at the local bookstores or online at [www.livetext.com](http://www.livetext.com). You should plan to attend a LiveText® training at the ERTC.

### **Relevant Professional Standards Met by This Course**

The “Advanced Performance Level” of the Kentucky Professional Teacher Standards (2008) addressed most fully by this course are:

- Standard 1: Demonstrates Knowledge of Content
- Standard 2: Designs/Plans Instruction
- Standard 3: Creates/Maintains Learning Climate
- Standard 4: Implements/Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Implementation of Technology
- Standard 7: Reflects/Evaluates Teaching/Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Engages in Professional Development
- Standard 10: Provides Professional Leadership
- U of L Standard 11: Understands the Complex Lives of Students

The International Reading Association Standards for Reading Professionals (2010) addressed most fully in the course are:

- IRA Standard 1: Foundational Knowledge
- IRA Standard 2: Curriculum and Instruction
- IRA Standard 3: Assessment and Evaluation
- IRA Standard 4: Diversity
- IRA Standard 5: Literate Environment
- IRA Standard 6: Professional Learning and Leadership

	KY 1	KY 2	KY 3	KY 4	KY 5	KY 6	KY 7	KY 8	KY 9	KY 10	UL 11	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6
Reading Responses	X	X			X	X			X		X	X			X	X	
Reading Program Research Review	X	X			X	X	X		X	X	X			X			
Article Presentation	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X
Literature Review— Topic of Interest (Hallmark)	X	X			X	X		X	X	X	X	X	X		X	X	X

### **Course Objectives**

Students will develop an understanding:

- about the National Reading Panel, the five critical components of effective reading instruction as described by the NRP, the current national research agenda for literacy, and alternative perspectives on that agenda.
- in relation to the historical significance of literacy research and theory and how this rich history impacts our pedagogical practice currently.
- of national, state, and local standards for literacy learning and recognize how to influence policy decisions based on our current knowledge base, research & theory.
- of how economics and literacy intersect.
- of how culture and literacy intersect.
- about the role of materials and the literate environment in literacy teaching and learning.
- the academic achievement gaps in literacy and the latest research on what is being done to close those gaps.
- the relationship between research, theory and classroom practice in literacy.
- and be able to articulate how research and theory impact her/his daily practice in the classroom.

### **Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation**

Candidates discuss the history of the Common Core Academic Standards and assessment and participate in class activities to develop expertise in the research base behind components of the standards.

## Conceptual Framework

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<b><i>Conceptual Framework Constructs</i></b>	<b><i>Inquiry</i></b>	<b><i>Action</i></b>	<b><i>Advocacy</i></b>
<b><i>Constructs as Learned and Applied</i></b>	Research	Practice	Service
<b><i>Constructs Reflected in Candidates</i></b>	Critical Thinkers	Problem Solvers	Professional Leaders
<b><i>Unit Dispositions Reflected in Candidates</i></b>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

EDAP 610 aligns with the conceptual framework in the following ways:

- Under the **construct of inquiry**, you will inform your practice in assignments and class discussions through inquiry and reflection.
- Under the **construct of action**, you will consider ways to evaluate literacy research, engage in a variety of instructional strategies with the aim of promoting inquiry, plan teaching, relate instruction to multiple contexts and situations, and interact with others and receive feedback.
- Under the **construct of advocacy**, you will work collaboratively with colleagues to affirm the principles of social justice in the classroom.

## Course Content

*Topics to be addressed include:*

- What past and current research has to say about literacy development
- National, state, and local standards for literacy learning
- Economic influences on literacy development
- Cultural factors which influence literacy development
- Emergent literacy
- Intermediate and adolescent literacy
- Family literacy
- Literacy assessment
- Literacy environment and materials for literacy teaching and learning
- Instructional practices including reflective and responsive teaching designed to empower students and provide equity and equal access

## Course Requirements

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a teacher. Therefore, the following rubric will be used for attendance, participation, and professionalism.

	<b>Exemplary Performance</b>	<b>Meets Standard</b>	<b>Unacceptable Performance</b>
<b>Attendance</b>	Does not miss a class.	Possibly misses one class because of illness or emergency. Notifies professor ahead of class missed.	Misses two or more classes. Does not notify professor ahead of classes missed.
<b>Participation</b>	Reads assigned text and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.	Reads assigned text and can discuss. Shares relevant experiences with others in class.	Does not read assigned text. Does not participate or participates minimally.
<b>Professionalism</b>	Materials handed in on time and prepared	Materials handed in on time. Team/group	Materials are not handed in on time and

	with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility.	membership is positive.	may or may not be clear. Team/group membership is confrontational or irresponsible.
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## **Course Assignments**

1. **Reading Responses** – For each assigned reading, you will be required to write a one-two page reflection (word-processed following guidelines in “Policies and Procedures” section). The objective is for you to think critically as you read and respond not by summarizing, but by writing what you think about as you read, questions you have, and connections you are making to the text. How does this topic apply to your own context or your future plans? These written reflections will become the basis for our class discussions and will be collected each Tuesday.
2. **Reading Program Research Review** – Each student will choose a reading program currently being used in his/her own district, school, or classroom. You will review this program by analyzing the research base, teacher materials and information, student materials, ancillary materials, etc. The objective is to study deeply the publisher’s goals for the program and to demonstrate your knowledge of research-based concepts. This will not be a summary, but a true analysis where you discuss research implications and applications to the program. This should be a 4 – 5 page paper following all guidelines in the “Policies and Procedures” section.
3. **Article Presentation** – Each student will be responsible for facilitating a class discussion based upon a student-selected chapter from the Farstrup & Samuels text. Students will be asked to find a recent research article about the topic of the chapter and share it with the rest of the class. This “sharing” may take the form of modeling an idea presented in the chapter, using video clips, creating a power point presentation, referencing other articles or books to support or refute ideas in the chapter, etc., the goal being to facilitate discussion in a creative way.
4. **In-class Participation and Assignments** – There will be several assignments given in class. Attendance is necessary. These assignments assist in meeting the learning objectives on a per class basis. There will be no opportunities for making up these assignments.
5. **Literature Review on a Literacy Topic of Interest (Hallmark Assessment Task)** – You will choose a topic within the field of literacy that is of particular interest for you (e.g. beginning reading, fluency, conducting discussions around literature, reading in the content area, vocabulary development). You will read ten articles on the topic from approved journals and write a short synthesis paper. Guidelines for choosing appropriate articles from approved journals will be given in class. Guidelines for writing the review and a rubric are provided below under “Hallmark Assessment.”

**Criteria for Determination of Grades**

Reading Responses	20 points
Reading Program Research Review	20 points
Chapter Presentation	20 points
In-class Participation and Assignments	20 points
Literature Review (Hallmark Assessment)	20 points
TOTAL points	100 points

**Department of Teaching and Learning approved grading scale**

<u>Percentage</u>	<u>Grade</u>	<u>GPA</u>
98-100	A+	4.0
93-97	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
60-69	D	1.0
0-59	F	0.0

**Course Sequence - - EDAP 610**

<b>Week</b>	<b>Topic</b>	<b>Assignment Due</b>
1	Introduction to Class, Syllabus, Course policies.	What do we know about literacy theory and research?
2	What does “research” have to do with it? Understanding the importance of research	Read: Lenses—Scan book, choose 2 chapters you would like to present. Research article from Nell Duke. Finn—Chap. 1 & 2

	to literacy teaching and learning	Write: Weekly Response Do: Brown Bag Bio – Select teacher for your case study
3	Teacher Beliefs and Effective Reading Instruction	Read: Lenses—Chap. 1 - - Finn—Chap. 3 - -S & F – Ch. 1, 2 Write: Weekly Response Do: Interview teacher
4	Linguistic Dimension of Literacy	Read: Lenses—Chap. 2, Finn—Chap. 4, S & F - Ch. 5, 6 Write: Weekly Response Do: Observe teacher
5	Cognitive Dimension of Literacy	Read: Lenses—Chap. 3, Finn—Chap. 5, S & F - Ch. 10, 11, 13 Write: Weekly Response Do: Collect artifacts
6	Developmental Dimension of Literacy	Read: Lenses—Chap. 4, Finn—Chap. 6, S & F – Ch. 7, 8 Write: Weekly Response Do: Analyze your data
7	Sociocultural Dimension of Literacy	Read: Lenses—Chap. 5, Finn – Chapter 7, S & F - Ch. 3, 17 Write: Weekly Response Do: Create your poster
	FALL BREAK – No class	<i>Schedule a midterm conference with instructor</i> ) – <b>Reading Research Program Review Due</b>
8	Educational Dimension of Literacy	Read: Lenses—Chap. 6, Finn Chap. 8-9, S & F - Ch. 15, 16 Write: Weekly Response Do: Present your poster
9	Research on Early Literacy	Read: Lenses—Chap. 7, Finn Chap. 10-11, S & F - Ch. 4, 12 Write: Weekly Response Do: Bring a rationale for your lit. review topic
10	Research on The Five Vital Signs	Read: Lenses – Chap. 8, Finn—Chap. 12 – 13, S & F - Ch. 5-11 Write: Weekly Response Do: Initial search for research articles related to your topic
11	Research on Adolescent Literacy	Read: Lenses – Chapter 9, Finn—Chap 14-15, S & F – Ch. 9 Write: Weekly Response

		Do: Read and summarize your articles
12	Research on Content Area Literacy	Read: Lenses – Ch. 10, Finn — Chap. 16-17, Choice Article  Write: Weekly Response  Do: Read and summarize your articles, Re-visit APA style
13	Research on New Literacies: Reading Instruction with the Internet	Read: Finn—Finish the book!, S & F – Ch. 14  Write: Respond on Blackboard  Do: Write and finish your literature review.
14	The future of literacy research	Research Share Fair – Be prepared to share your literature review. <b>Literature Review due on LiveText</b>  (Schedule a final conference with instructor)

## **Bibliography**

Allington, R. (2005). *What really matters for struggling readers: A research-based approach*.

New York, NY: Allyn & Bacon, Inc.

Allington, R. (2002). *Big Brother and the National Reading Curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann.

Allington, R. & S. Walmsley. (2007). *No quick fix: Rethinking literacy programs in America's elementary schools*. New York, NY: Teachers College Press.

Coles, G. (2000). *Misreading reading: The bad science that hurts children*. Portsmouth, NH: Heinemann.

Coles, G. (1999). *Reading lessons: The debate over literacy*. New York, NY: Farrar, Straus, and Giroux

Delpit, L. (2006). *Other People's Children: Cultural conflict in the classroom*. New York, NY: The New Press.

Flood, J. & P. Anders (2005). *Literacy development of students in urban schools: Research and policy*. Newark, DE: International Reading Association.

Garan, E. (2002). *Resisting reading mandates: How to triumph with the truth*. Portsmouth, NH: Heinemann.



- Garcia, G. (Ed.) (2002). *English learners: Reaching the highest level of English literacy*. Newark, DE: International Reading Association.
- Hammond, B., M.E. Rhodes Hoover, & I. McPhail. (2008). *Teaching African American children to read*. Newark, DE: International Reading Association.
- Heubert, J.P. & R.M. Hauser. (1998). *High Stakes: Testing for tracking, promotion, and graduation*. Washington, DC: National Academies Press.
- Kozol, J. (1992). *Savage Inequalities: Children in America's schools*. New York, NY: HarperCollins Publishers.
- Knapp, M.S. (1995). *Teaching for meaning in high poverty classrooms*. New York, NY: Teachers College Press.
- Ladson-Billings, G. (2009). *The Dreamkeepers: Successful teachers of African-American children (2<sup>nd</sup> edition)*. New York, NY: Wiley & Sons, Inc.
- Lyons, C. (2003). *Teaching struggling readers: How to use brain research to maximize learning*. Portsmouth, NH: Heinemann.
- Mason, P. & J. Schumm. (2003). *Promising practices for urban reading instruction*. Newark, DE: International Reading Association.
- Moustafa, M. (1997). *Beyond traditional phonics: Research discoveries and reading instruction*. Portsmouth, NH: Heinemann.
- Paratore, J. (2001). *Opening doors, Opening opportunities: Family literacy in an urban community*. New York, NY: Allyn & Bacon, Inc.
- Purcell-Gates, V. (1997). *Other people's words: The cycle of low literacy*. Cambridge, MA: Harvard University Press.
- Rycik, J. & J. Irvin. (2001). *What adolescents deserve: A commitment to students' literacy learning*. Newark, DE: International Reading Association.
- Shockley, B., B. Michalove, & J. Allen. (1995). *Engaging families: Connecting home and school literacy communities*. Portsmouth, NH: Heinemann.
- Snow, C. E., M.S. Burns, & P. Griffin. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academies Press.
- Tatum, A. (2005). *Teaching reading to black adolescent males: Closing the achievement gap*.

Portland, ME: Stenhouse Publishers.

Taylor, D. (1998). *Beginning to read and the spin doctors of science: The political campaign to change America's mind about how children learn to read*. Portsmouth, NH:

Heinemann.

Taylor, D. (1987). *Growing up literate: Learning from inner-city families*. Portsmouth, NH:

Heinemann.

### **Course Policies**

1. All written work should be double-spaced and word-processed, with a 12-point font, 1" margins, and numbered pages.
2. Please turn off cell phones and other electronic devices before class begins. If you have a special circumstance and need to be able to be reached, please let me know in advance.
3. Communication is ESSENTIAL. If you will be late on any assignment please discuss this with the instructor.
4. Changes in this syllabus may be made to meet the academic objectives or in the case on unanticipated events. Any changes made will be discussed in class.
5. Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.

### **Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

### **CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

### **Technology Expectations**

Assignments are to be word-processed. Continuing and regular use of email is expected. Hallmark assessments must be posted electronically on LiveText. Students may be expected to do web searches for this course.

**Technology Requirement:**

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at [www.livetext.com](http://www.livetext.com) or from the University bookstore. The student membership fee is \$98 for five years. Additional years may be added to an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription.

**Plagiarism Statement**

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible online. One explanation is the in the *Graduate Catalog* in the “Student Code of Conduct” category and the other is in the *Graduate Student Handbook*, “Student Code of Conduct” category, Section 5, Item 5.

**University Writing Center**

There are many different kinds of writing assignments in this course. You are therefore offered the opportunity this semester to become a better writer, regardless of your current ability. The University Writing Center provides free support for writers by providing a comfortable place to write, to collaborate with other writers, and to use writing resources. Writing consultants teach students at all levels to become more effective writers. Through individualized writing consultation, students learn to develop and organize ideas for course papers and other written products. Handouts are also available on a large number of writing topics. To schedule an appointment, students may stop by in person or call 852-2173. The UWC is located on the 3<sup>rd</sup> floor of Ekstrom Library and is open Monday through Saturday.

*Policy on Class Cancellation*

If class is cancelled due to severe weather (or for any reason), keep to the schedule in the syllabus, preparing for the next week as planned. We will follow the University of Louisville procedures for inclement weather.

**This syllabus was prepared by Lori Norton-Meier in cooperation with the University of Louisville Literacy Faculty.**

**Fall 2011**

# EDAP 610

## Hallmark Assessment Rubric - - Literature Review on a Literacy Topic of Interest

Evaluation Criteria	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
<b>Coverage</b> KY-KTS 1.1.ALP KY-KTS 1.4.ALP IRA 2010 1.1 IRA 2010 2.3	The paper synthesizes 10 articles on one instructional topic, provides a balanced view from various perspectives, studies are analyzed for commonalities and differences about the topic.	The paper includes all ten articles on one topic; differences in perfectives may be mentioned.	The paper includes insufficient number of articles; no differences in perfectives are discussed.
<b>Perspective</b> KY-KTS 1.2.ALP IRA 2010 1.1	The student offers new perspective.	The student gives some critiqued perspective on the literature.	The student accepts the literature at face value.
<b>Synthesis</b> KY-KTS 1.1.ALP KY-KTS 7.2.ALP IRA 2010 1.2 IRA 2010 6.2	Each cited study is related to the topic and to other studies. Interpretations of the articles are accurate, focused around the main point, and concise. Information is <i>synthesized</i> throughout the paper and brought to a logical conclusion.	Some studies may be related to the topic but not to each other. The paper misinterprets ideas from one or more articles and induces unnecessary details destructing from the main point. Instead of a <i>synthesis</i> , it is more like an <i>annotated bibliography</i> . Some concluding thoughts are provided.	Studies may be related to the topic but not to each other. The paper has many flaws in the interpretations of the articles. This paper is not a synthesis but a collection of excessive details with no clearly identifiable main point. No concluding thoughts are provided.
<b>Rationalization of the practical and/or theoretical significance of the topic</b> KY-KTS 1.3.ALP KY-KTS 2.2.ALP IRA 2010 1.3, 2.1, 4.1, 4.3 UofL 11	The student critically discusses the practical and/or theoretical significance of the topic (e.g., what has been done and what needs to be done).	The student discusses the practical and/or theoretical significance of the topic.	The student does not discuss the practical and/or theoretical significance of the topic.
<b>Clarity, cohesion, mechanics</b> KY-KTS 6.5.ALP IRA 2010 6.2	The paper is accurate, coherent, and well-written. It is in APA format.	It is less than coherent and cohesive. Some key APA elements are missing.	This paper may be poorly written and not formatted according to APA.

**Class Presentation of your research = 5 points (KY-KTS 10.1, IRA 2010 6.1, 6.3)**

**Total Points = 20 points**

University of Louisville

EDAP 636: Advanced Reading Methods P - 12

Syllabus

**Instructor:** *Dr. Brenda J. Overturf*  
**Office Hours:** Monday, 1:30 – 3:30  
Tuesday, 1:30 – 3:30  
By appointment  
**Phone:** 852-3976  
**Email Address:** [brenda.overturf@louisville.edu](mailto:brenda.overturf@louisville.edu)

**Catalog Description**

Addresses knowledge and implementation of research-based reading methods appropriate for preschool through secondary students, with an emphasis on developing skillful and strategic lifelong readers.

**Course Purpose**

This course is designed for in-service teachers to refine their literacy teaching knowledge and skill. The focus will be on strategies to teach foundational reading concepts, with special emphasis on comprehension instruction.

**Required Readings/Texts**

Gambrell, L., Morrow, L., & Pressley, M. (2007). *Best practices in literacy instruction, 3<sup>rd</sup> edition*. Guilford.

Harvey, S. & Goudvis, A. (2007). *Strategies that work, second edition: Teaching comprehension for understanding and engagement*. Stenhouse.

McLaughlin, M. & DeVoogd, G. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York: Scholastic.

### **Relevant Professional Standards Met by this Course**

The "Advanced Performance Level" of the 2008 Kentucky Teacher Standards addressed most fully by this course are:

- Standard 1: Demonstrates Applied Content Knowledge
- Standard 2: Designs and Plans Instruction
- Standard 3: Creates and Maintains Learning Climate
- Standard 4: Implements and Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates the Implementation of Technology
- Standard 7: Reflects On and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership within School/Community/Profession
- UofL Standard 11: Understands the Complex Lives of Students

The International Reading Association Standards for Reading Professionals (2010) addressed most fully by this course are:

- IRA Standard 1: Foundational Knowledge
- IRA Standard 2: Curriculum and Instruction
- IRA Standard 3: Assessment and Evaluation
- IRA Standard 4: Diversity
- IRA Standard 5: Literate Environment
- IRA Standard 6: Professional Learning and Leadership

	1	2	3	4	5	6	7	8	9	10	11	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6
Participation & Professionalism										x							x
Exit Slips	x											x					
Professional Standards Connection Paper									x	x		x	x	x	x	x	x
Reading Strategy Try-Out #1	x	x	x	x			X	x			x	x	x		x	x	
Reading	x	x	x	x			X	x			x	x	x		x	x	

Strategy Try-Out #2 (Critical Literacy Focus)																	
WebQuest	x	x	x	x	x	x	X		x	x		x	x	x	x	x	x
Instructional Strategy Coaching Experience (Hallmark)					x			x	x	x	x	x	x	x	x	x	x

### **Course Objectives**

Candidates are expected to develop a sophisticated understanding of the following concepts and be able to:

1. Demonstrate knowledge of research-based concepts of literacy development at the preschool, elementary, middle school, and secondary levels.
2. Explain foundational theories related to practices and materials chosen for the classroom.
3. Use instructional approaches supported by literature and research for one or more of the following areas: concepts of print, phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, critical thinking, motivation, and writing.
4. Collaborate with and provide support to teachers in the analysis of data, and use assessment results to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.
5. Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices in the candidate's own practice that take into account the developmental, cultural, and linguistic differences of their students.
6. Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing programs.
7. Support classroom teachers in the use of a wide range of curriculum materials, instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students.

### **Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation**

Candidates de-construct the Common Core Academic Standards strands of Reading, Writing, Language, and Speaking & Listening grades K-12, as well as standards for Literacy in History/Social Studies, Science, and Technical Subjects grades 6-12. Candidates work in small teams and larger faculties to develop a model classroom instructional framework that includes curriculum planning and instructional experiences that will facilitate student mastery of the common Core Standards.

### **Conceptual Framework**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<b><i>Conceptual Framework Constructs</i></b>	<b><i>Inquiry</i></b>	<b><i>Action</i></b>	<b><i>Advocacy</i></b>
<b><i>Constructs as Learned and Applied</i></b>	Research	Practice	Service
<b><i>Constructs Reflected in Candidates</i></b>	Critical Thinkers	Problem Solvers	Professional Leaders
<b><i>Unit Dispositions Reflected in Candidates</i></b>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

EDAP 636 aligns with the conceptual framework in the following ways:

### **Inquiry**

- Demonstrate critical thinking by writing a paper comparing the IRA and Kentucky Teacher Standards with their goals and classroom practice
- Demonstrate critical thinking by supporting classroom teachers in the use of a wide range of curriculum materials, instructional practices, approaches, and methods, including technology-based practices

### **Action**



- Demonstrate problem solving by trying new literacy strategies in his/her own classroom, based on data and needs of students
- Demonstrate problem solving by creating an original WebQuest to engage students in authentic literacy by using instructional technology

### **Advocacy**

- Demonstrate service as a professional leader by helping a teacher select appropriate options and explaining the evidence-base for selecting practices to best meet the needs of all students

### **Course Content**

Topics to be addressed include:

Principles of best practices in literacy	Balance
Early literacy development	Phonics instruction
Vocabulary instruction	Comprehension instruction
Fluency instruction	Writing instruction
Children's literature	Adolescent literacy
Classroom Literacy Environment	Content Area Literacy
Grouping strategies	Teaching children w/ disabilities
Teaching English Language Learners	Creating literate environments
Social justice and literacy instruction	State and national reading policies
Adult learning theory	Critical literacy
WebQuest development	Common Core Academic Standards

### **Course Requirements**

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a literacy specialist/coach. Therefore, the following rubric will be used for attendance, promptness, participation, and professionalism.

	<b>Exemplary</b>	<b>Meets Standard</b>	<b>Unacceptable</b>
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	Performance		Performance
<b>Attendance</b>	Does not miss a class.	Misses one class because of illness, emergency, or professional obligation. Notifies professor ahead of class missed.	Misses two or more classes and/or does not notify professor ahead of class(s) missed.
<b>Promptness</b>	Attends each class on time.	Is tardy for one class because of emergency or professional obligation.	Is tardy for two or more classes.
<b>Participation</b>	Reads assigned text each week and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.	Reads assigned text each week and can discuss, but not in an in-depth fashion. Shares relevant experiences with others in class.	Does not read assigned text. Does not participate or participates minimally.
<b>Professionalism</b>	Materials handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility.	Materials handed in on time. Team/group membership is positive.	Materials are not handed in on time and may or may not be clear. Team/group membership is confrontational or irresponsible.

### **Course Assignments**

#### ***Participation & Professionalism (5 % of grade)***

Preparation and participation are expected in this class. You will read the assigned texts, possibly keeping observations and reactions in a notebook for sharing in class. This requirement will be graded using the rubric above (see rubric with points possible on Blackboard under "Course Documents").

### ***Exit Slips (5 % of grade)***

As a method of ongoing assessment, you will write an exit slip at the end of each class where you will connect the class topic with the assigned reading. One point is possible for each exit slip. Rubric is in “Course Documents” on Blackboard.

### ***Professional Standards Connection Paper (10% of grade)***

You will write a paper showing how the IRA and Kentucky Teacher Standards can be aligned, and how they relate to your present teaching situation and your professional goals. A rubric will be used to guide this assignment.

### ***Reading Strategy Try-Out #1 (10% of grade)***

This assignment gives you the opportunity to try a strategy new to you with your students. Create a written lesson plan to implement the strategy, implement the strategy in your classroom, and reflect upon the experience. Include examples of any student work generated from the strategy. You will explain the evidence-based rationale for using the strategy as you share the results in small groups in class.

### ***Reading Strategy Try-Out #2—Critical Literacy Focus (10% of grade)***

This assignment gives you a second opportunity to try a strategy new to you with your students—this time with a focus on critical literacy. Create a written lesson plan to implement the strategy, implement the strategy in your classroom, and reflect upon the experience. Include examples of any student work generated from the strategy. You will explain the evidence-based rationale for using the strategy as you share the results in small groups in class.

### ***WebQuest (20% of grade)***

A WebQuest is a computer-based instructional tool that a teacher creates for his/her own students and their particular needs. For this project, you will choose a topic that is appropriate for your grade level and the students you teach (if you are not currently teaching, choose a subject and grade level). The WebQuest you create should use information and tools on the web as the major resource, but should require students to read, write, and research in order to complete an authentic task.

You will develop the following sections for your WebQuest:

- Introduction
- Task
- Process

- Evaluation
- Conclusion
- Credits
- Teacher Page

Within these sections, you will embed hyperlinks to appropriate websites and online resources for students to consult as they complete their assigned task. See *WebQuest.org* for detailed information and examples of WebQuests.

### ***Instructional Strategy Coaching Experience (Hallmark) (40% of grade)***

The Hallmark assessment for this course is an Instructional Strategy Coaching Experience. For this assessment, you will assist a teacher in selecting instructional strategies, materials, and practices, including technology-based practices, appropriate for the students in his/her class. You will:

1. First, discuss the assignment with the school principal. Enlist his/her support and input as to the best way to carry out the assignment in the school.
2. Then, discuss the assignment with the selected teacher. Initiate a conversation to find out the literacy celebrations and challenges this teacher feels are most pertinent to literacy development in his/her classroom.
3. Analyze available classroom literacy assessment data (with the teacher, if possible) to determine trends and patterns of instruction needed with this group of students.
4. Based on the data analysis, determine materials, strategies, and/or practices this teacher may wish to consider.
5. Support the teacher once a week over the course of six weeks to help select materials, strategies, and/or practices appropriate for students in this classroom. Provide resources as appropriate.
6. Reflect on this experience in a 10-12 page paper. Include artifacts generated by this experience as well as an explanation of the evidence base for selecting materials, strategies, and practices to best meet the needs of the students in the class. Refer to the Hallmark Assessment Rubric to ensure successful completion of this assignment.

### **Hallmark Assessment Rubric - - - - - Instructional Strategy Coaching Experience**

	Target	Acceptable	Unacceptable
<b>Evidence-based practices</b> KY-KTS 1.1.ALP IRA 2010 1.1	Candidate demonstrates professional knowledge of research-based concepts of literacy development	Candidate demonstrates knowledge of research-based concepts of literacy development	Candidate demonstrates minimal knowledge of research-based concepts of literacy development
<b>Knowledge of foundational theories</b> KY-KTS 1.3.ALP	Candidate demonstrates professional knowledge of foundational theories related to practices	Candidate demonstrates knowledge of foundational theories related to practices and materials chosen	Candidate demonstrates minimal knowledge of foundational theories related to practices and materials chosen

IRA 2010 1.1, 1.2, 2.1	and materials chosen for the classroom	for the classroom	for the classroom
<b>Integration of major components of reading</b>  KY-KTS 1.4.ALP  IRA 2010 2.2	Candidate demonstrates thorough awareness of integration of major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)	Candidate demonstrates awareness of integration of major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)	Candidate demonstrates minimal awareness of integration of major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)
<b>Instructional strategies</b>  KY-KTS 1.3.ALP, 2.1.ALP, 4.1.ALP, 6.1.ALP, 6.2.ALP  IRA 2010 2.1, 4.3, 5.1, 5.2, 5.4	Candidate demonstrates highly appropriate choice of instructional practices, approaches, and methods, including technology-based practices that are appropriate for students in this classroom	Candidate demonstrates appropriate choice of instructional practices, approaches, and methods, including technology-based practices that are appropriate for students in this classroom	Candidate demonstrates inappropriate choice of instructional practices, approaches, and methods, including technology-based practices that are appropriate for students in this classroom
<b>Use of assessment data</b>  KY-KTS 1.5.ALP, 2.2.ALP, 4.2.ALP, 5.1.ALP, 5.2.ALP, 5.3.ALP, 5.4.ALP  IRA 2010 3.3	Candidate demonstrates robust use of assessment data to plan, evaluate, and revise effective instruction that meets the needs of students in this classroom.	Candidate demonstrates use of assessment data to plan, evaluate, and revise effective instruction that meets the needs of students in this classroom.	Candidate demonstrates little or no use of assessment data to plan, evaluate, and revise effective instruction that meets the needs of students in this classroom.
<b>Student interest, reading ability, and backgrounds</b>  KY-KTS 2.4.ALP, 2.5.ALP, 3.3.ALP  IRA 2010 2.3, 4.2, 5.2	Candidate demonstrates thoughtful use of students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.	Candidate demonstrates use of students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.	Candidate demonstrates little or no use of students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
<b>Coaching support</b>  KY-KTS 8.1.ALP, 8.2.ALP, 8.3.ALP, 10.1.ALP	Candidate demonstrates thoughtful ability to collaborate with a teacher to select appropriate	Candidate demonstrates ability to collaborate with a teacher to select appropriate instructional options	Candidate demonstrates minimal ability to collaborate with a teacher to select appropriate instructional options

IRA 2010 1.3, 4.3, 5.3, 6.1, 6.2, 6.3, 6.4	instructional options for students in this classroom.	for students in this classroom.	for students in this classroom.
<b>Reflection</b> KY-KTS 7.1.ALP, 7.2.ALP, 7.3.ALP IRA 2010 6.3, 6.4	Candidate draws thorough conclusions from the project experience that provide compelling evidence of this teacher's ability to make sophisticated observations in connection to key literacy concepts found in professional literature.	Candidate draws conclusions from the project experience that provide some evidence of this teacher's ability to make observations in connection to key literacy concepts found in professional literature.	Candidate draws few conclusions from the project experience that provide any evidence of this teacher's ability to make observations in connection to key literacy concepts found in professional literature.
<b>Effective communication</b> IRA 3.4, 6.2	Project displays awareness of audience and purpose, logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.	Project displays logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.	Project displays minimal organization, and includes some lapses in use of standard conventions in spelling, usage, grammar, and sentence structure.

### Scoring Guides/Rubrics

A scoring guide and/or rubric will be provided for each of the other assignments above.

### Criteria for Determination of Grades

Participation & Professionalism	12 pts
Exit Slips	12 pts.
Professional Standards Connection Paper	15 pts.
Reading Strategy Try-Out #1	24 pts.
Reading Strategy Try-Out #2	24 pts.
WebQuest	60 pts.
Instructional Strategy Coaching Experience	81 pts.

Assignments will be weighed and a final percentage will be calculated. The following grading scale will then be used to determine your final grade.

100%-98%	A+	4.0
97%-95%	A	4.0
94%-90%	A-	3.7
89%-87%	B+	3.3
86%-84%	B	3.0
83%-80%	B-	2.7
79%-77%	C+	2.3
76%-74%	C	2.0
73%-70%	C-	1.7
69%-67%	D+	1.3
66%-64%	D	1.0
63%-60%	D-	0.7
59% and Below	Fail	0.0

## **Bibliography**

- Block, C. C., Rodgers, L. L., & Johnson, R. B. (2004). *Comprehension process instruction : Creating reading success in grades K-3 (solving problems in teaching of literacy)*. Guilford Press. ISBN: 1593850239
- Farstrup, A. E., & Samuels. S. J. (2002). *What research has to say about reading instruction, 3<sup>rd</sup> edition*. International Reading Association. ISBN: 0872071774
- Fisher, D. & Frey, N. (2003). *Improving adolescent literacy: Strategies at work*. Prentice Hall. ISBN: 0131113488
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Stenhouse Publishers. ISBN: 1571103074
- Pinnell, G. S., & Scharer, P. (2003). *Teaching for comprehension in reading, grades K-2*. Scholastic Teaching Resources. ISBN: 0439542588
- Rasinski, T. (2003). *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. Scholastic Teaching Resources. ISBN: 0439332087
- Reutzel, D. R. & Cooter, R. B. (2006). *Strategies for reading assessment and instruction: Helping every child succeed, 3rd edition*. Prentice Hall. ISBN: 0131721453
- Wilhelm, J. (2001). *Improving comprehension with think-aloud strategies : Modeling what good readers do*. Scholastic Teaching Resources. ISBN: 0439218594

## **Course Policies**

6. All written work should be double-spaced and word-processed, with a 12-point font, 1" margins, and numbered pages.
7. Please turn off cell phones and other electronic devices before class begins. If you have a special circumstance and need to be able to be reached, please let me know in advance.
8. Course assignments will be penalized 5% for each day late.
9. Changes in this syllabus may be made to meet the academic objectives or in the case on unanticipated events. Any changes made will be discussed in class.
10. Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.
11. Be sure to turn in your best effort when the assignment is due. Unless there are highly unusual circumstances, all grades are final once assigned.

## **Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability resource Center to assist in planning modifications.



### **CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

### **Technology Expectations**

Assignments are to be word-processed. Continuing and regular use of email is expected. Hallmark assessments must be posted electronically. Students are expected to search the web, create a Power Point, and use Blackboard a learning tool.

### **Technology Requirement**

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at [www.livetext.com](http://www.livetext.com) or from the University bookstore. The student membership fee is \$98 for five years. Additional years may be added to an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription.

### **Plagiarism Statement**

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible online. One explanation is in the *Graduate Catalog* in the "Student Code of Conduct" category and the other is in the *Graduate Student Handbook*, "Student Code of Conduct" category, section 5, item 5.

### **Department of Teaching and Learning Attendance Policy**

**Goal: To establish a high level of professionalism for every teacher.**

#### **Courses**

- Attendance is REQUIRED at each class session
- If you are absent, you will not receive full participation credit for the course. The course

syllabus will document the participation guidelines/requirements for each course.

- If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
- You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
- Absences and tardiness will be considered in assessing your dispositions.
- If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you **MUST** initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
- Extenuating situations will be considered on an individual basis.
- If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concerns*.
- You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected as described above.

When you expect a prolonged absence (out more than a week), contact **CEHD** Teaching and Learning Staff 852-6431

**U of L** Dean of Students Cardinal Angel Program, 852-5787 or DOS.louisville.edu. You will need to provide your name, student ID number, and circumstances.

### **Clinical/Field Placements**

- Attendance is **REQUIRED**. You must complete a Log Sheet for each experience. If you are unable to attend a clinical/field experience, you must contact:
  - Your Classroom Cooperating Teacher
  - Your University Supervisor (if you are student teaching **or** in the P-5 MAT Program)
  - Your Instructor (if different from your Supervisor)
- Plan to arrive at your placement early, taking into consideration possible delays, such as traffic.
- Any hours missed must be made up to meet the required number of hours for that field experience. Rescheduling should be done in consultation with your supervisor in a way that is respectful to the classroom teacher.
- Absences and tardiness in your field work will be considered in your dispositions assessment.

### **Clinical Practice Rubric for Advanced Programs**

	<b>Target (3 pts)</b>	<b>Acceptable (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Inquiry (1, 33%)</b>  <b>KY-KTS</b> <b>1.1.ALP</b>  <b>8.2.ALP</b>  <b>IRA 2010</b>  <b>1.1, 2.1, 2.3</b>	<ul style="list-style-type: none"> <li>• Clearly identifies a significant area of focus.</li> <li>• Demonstrates an extensive study of relevant research literature pertinent to problem statement and focus.</li> <li>• Designs a thoughtful, specifically detailed plan of action.</li> <li>• Solicits input from colleagues on the design of the plan of action.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a strong area of focus.</li> <li>• Demonstrates a solid and adequate study of relevant research literature.</li> <li>• Develops a clear plan of action.</li> <li>• Solicits input from the instructor and peers of the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies an area of focus.</li> <li>• Demonstrates a cursory study of relevant research literature.</li> <li>• Develops a plan of action but does not clearly explain rationale or intended process.</li> <li>• Does not solicit input from others on the design of the plan of action.</li> </ul>

<b>Action (1, 33%)</b> <b>KY-KTS</b> <b>7.2.ALP</b> <b>7.3.ALP</b> <b>8.3.ALP</b> <b>9.2.ALP</b> <b>IRA 2010</b> <b>2.1, 3.3</b>	<ul style="list-style-type: none"> <li>• Thoroughly collects and systematically documents sufficient baseline data.</li> <li>• Consistently and intentionally implements the plan.</li> <li>• Systematically and thoroughly collects and interprets data as a result of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and documents baseline data sufficient for the research project.</li> <li>• Implements the plan.</li> <li>• Collects and interprets data generated by the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and documents data, but the significance to the research project is unclear or the data collected is inadequate for the stated purpose.</li> <li>• Attempts to implement the plan.</li> <li>• Collects and interprets data but significance of data is unclear.</li> </ul>
<b>Advocacy (1, 33%)</b> <b>KY-KTS</b> <b>1.2.ALP</b> <b>1.3.ALP</b> <b>1.4.ALP</b> <b>1.5.ALP</b> <b>8.4.ALP</b> <b>10.1.ALP</b> <b>10.2.ALP</b> <b>10.3.ALP</b> <b>UofL 11</b> <b>IRA 2010</b> <b>1.3, 4.3, 6.1, 6.2, 6.3, 6.4</b>	<ul style="list-style-type: none"> <li>• Uses the results of the research or equivalent project for improving one's own capacity to meet the needs of diverse learners.</li> <li>• Prepares specific plans for responding to the results of his or her action research or equivalent project that thoroughly and explicitly address the range of diverse learners in their settings.</li> <li>• Prepares a report, manuscript, or presentation that is shared within the candidate's professional community (e.g., faculty meeting, conference, submitted to a journal) and this product provides insights on effective practice to support all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the results of the research or equivalent project for improving one's own capacity to meet the needs of diverse learners.</li> <li>• Prepares plans for responding to the results of their action research or equivalent project that address the needs of diverse learners in their settings.</li> <li>• Prepares a presentation that is shared with the candidate's peers (e.g., within the candidate's university class) and this product provides insights on effective practice to support all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to communicate an area of improvement of one's own professional practice.</li> <li>• Attempts to identify an area of significance beyond personal practice, but wider application is unclear.</li> <li>• Sharing and/or report of the findings do not adequately address the needs of all learners.</li> </ul>



**EDAP 642: Literacy Learning and Cultural Differences (3 credit hours)**

**Syllabus**

**Instructor:** Dr. Lori A. Norton-Meier  
**Email:** lori.nortonmeier@louisville.edu  
**Phone:** (502) 853-1316  
**Office Hours:** Tuesday 10-2, and by appointment

**Catalog Description**

Explores the current knowledge base and theoretical frameworks used to explain differential achievement rates between students of diverse cultural, ethnic, and linguistic backgrounds.

**Course Purpose**

This course explores the current knowledge base and theoretical frameworks used to explain differential achievement rates between students of diverse backgrounds (ethnic, racial, socio-economic, and linguistic) and students of the mainstream culture. In doing so, students will examine their own assumptions considering students, race, class, and culture and students will study major concepts (racism, classism, etc.) to explore multiple perspectives. The course will extend the principles of teaching and learning to include a new perspective on teaching students from diverse cultural and linguistic backgrounds. A major focus of the course will be to prepare P-12 classroom teachers for working effectively with diverse student populations in literacy learning using culturally responsive instructional practices.

**Required and Choice Texts**

*ALL STUDENTS WILL READ THIS TEXT:*

Compton-Lilly, C. (Ed.) (2008). *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom*. Newark, DE: International Reading Association.

*STUDENTS WILL BE ASKED TO CHOOSE ONE BOOK FROM EACH GROUP.*

**BOOK GROUP #1 - Group choices: Fiction/Memoir/Children's & Adolescent Literature**

Hesse, K. (1996). The music of dolphins. NY: Scholastic.

Hoffman, E. (1989). Lost in translation: A life in a new language. NY: Penguin Books.

Jimenez, F. (1998). The circuit: Stories from the life of a migrant child. Albuquerque, NM: University of New Mexico.

Joseph, L. (2000). The color of my words. NY: HarperCollins.

Na, A. (2001). A step from heaven. Asheville, NC: Front Street.

Placide, J. (2002). Fresh girl. NY: Random House.

**BOOK GROUP # 2 – Professional Literature**

Jones, S. (2006). *Girls, Social Class, and Literacy: What Teachers Can Do to Make a Difference*. Portsmouth, NH: Heinemann.

Smith, M.W. & Wilhelm, J.D. (2002). *"Reading don't fix no Chevys": Literacy in the lives of young men*. Portsmouth, NH: Heinemann.

Fu, D. (2003). *An island of English: Teaching ESL in Chinatown*. Portsmouth, NH: Heinemann.

Smith, D. & Whitmore, K.F. (2006). *Literacy and advocacy in adolescent family, gang, school, and juvenile court communities: CRIP4LIFE*. Mahwah, NJ: Erlbaum.

Taylor, Denny. (1996). *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts*. Portsmouth, NH: Heinemann.

Compton-Lilly, C. (2002). *Reading Families: The Literate Lives of Urban Children*. NY: Teachers College Press.

Rogers, R. (2003). *A Critical Discourse Analysis of Family Literacy Practices*. Mahwah, NJ: Erlbaum.

Hicks, D. (2002). *Reading Lives: Working-class Children and Literacy Learning*. NY: Teachers College Press.

Mahiri, J. (2004). *What They Don't Learn in School: Literacy in the Lives of Urban Youth*. NY: Peter Lang.

McCarty, T.L. (2002). *A Place to be Navajo*. Mahwah, NJ: Erlbaum.

**OTHER READINGS WILL BE MADE AVAILABLE ON BLACKBOARD**

**LiveText® Software:** LiveText® may be purchased in the ERTC by cash or check or at the local bookstores or online at [www.livetext.com](http://www.livetext.com). You should plan to attend a LiveText® training at the ERTC.

### Relevant Professional Standards Met by This Course

#### **Kentucky Teacher Standards – Advanced Performance Level (2008) Met by Course:**

- Standard 1: Content knowledge
- Standard 2: Designs/Plans instruction
- Standard 3: Learning climate
- Standard 4: Implements and manages instruction
- Standard 6: Uses technology
- Standard 7: Reflects/Evaluates teaching and learning
- Standard 8: Collaborates with colleagues, parents, and others
- Department of Teaching and Learning Standard: Understands the complex lives of students and adults in schools and society.

The International Reading Association Standards for Reading Professionals (2010) addressed most fully in the course are:

- IRA Standard 1: Foundational Knowledge
- IRA Standard 2: Curriculum and Instruction
- IRA Standard 3: Assessment and Evaluation
- IRA Standard 4: Diversity
- IRA Standard 5: Literate Environment
- IRA Standard 6: Professional Learning and Leadership

<b>Assignments</b>	<b>KY Std 1</b>	<b>KY Std 2</b>	<b>KY Std 3</b>	<b>KY Std 4</b>	<b>KY Std 6</b>	<b>KY Std 7</b>	<b>KY Std 8</b>	<b>T&amp;L Std</b>	<b>IR A Std 1</b>	<b>IR A Std 2</b>	<b>IR A Std 3</b>	<b>IR A Std 4</b>	<b>IR A Std 5</b>	<b>IR A Std 6</b>
Reading Responses	X	X	X	X	X			X	X	X		X	X	X
Participation in Class Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Home/Community Study	X						X	X	X	X		X	X	X
Literature Book Participation & Presentation	X	X		X	X	X	X	X	X	X	X	X	X	X
Equity Lesson Sequence Plan	X	X	X	X	X	X		X	X	X	X	X	X	X

- Videotaped Lesson and Analysis														
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## **Course Objectives**

Students in this course will:

1. Develop an understanding of the literacy learning needs of students from diverse cultural and linguistic backgrounds and the importance of addressing them;
2. Begin to develop an understanding of some of the major theories used to explain why American public school programs have been largely unsuccessful in helping these students reach their full academic potential;
3. Examine personal assumptions about race, class, and culture.
4. Develop deeper (and broader) understandings of racism, classism, literacy, and diversity.
5. Develop an understanding of identity development and how it relates to literacy.
6. Develop an expanded definition of literacy learning (e.g. visual, media, technological) as related to issues of cultural diversity;
7. Develop a beginning understanding of second language learning and the needs of students who are limited English proficient.
8. Explore research on literacy learning and begin to understand some of the guiding principles in using culturally responsive practices;
9. Learn how to analyze and evaluate classroom discourse patterns that may and may not reflect the cultural and linguistic patterns of some students;
10. Develop instructional strategies intended to meet the needs of students of diverse cultural and linguistic backgrounds; and
11. Develop an instructional unit that includes pedagogy and content appropriate for a diverse population of students.

## **Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation**

Candidates demonstrate knowledge of the Common Core Academic Standards to plan instruction for diverse students in an equity lesson series.

## **Conceptual Framework**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<b><i>Conceptual Framework Constructs</i></b>	<b>Inquiry</b>	<b>Action</b>	<b>Advocacy</b>
<b><i>Constructs as Learned and Applied</i></b>	Research	Practice	Service
<b><i>Constructs Reflected in Candidates</i></b>	Critical Thinkers	Problem Solvers	Professional Leaders
<b><i>Unit Dispositions Reflected in Candidates</i></b>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

EDAP 642 aligns with the conceptual framework in the following ways:

- Under the **construct of inquiry**, you will inform your practice in assignments and class discussions through inquiry and reflection.
- Under the **construct of action**, you will consider ways to evaluate expanded definitions of literacy, engage in a variety of instructional strategies with the aim of promoting inquiry, plan teaching, relate instruction to multiple contexts and situations, and interact with others and receive feedback.
- Under the **construct of advocacy**, you will work collaboratively with colleagues to affirm the principles of social justice in the classroom.

### **Content of Course**

- Examining self-assumptions about race, class, culture, and education
- Racism, classism; social construction of race
- Literacy and cultural identity
- Dialect and other language issues
- Definitions of literacy (visual, technological, media, text) and its roles on instruction for diverse populations
- Pedagogical standards for teaching diverse populations
- Strategies and principles for teaching diverse populations
- Strategies for teaching Limited English Proficient students
- Using and choosing multicultural literature and other text sources based on the principles of culturally relevant pedagogy

### **Course Requirements**



The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a teacher. Therefore, the following rubric will be used for attendance, participation, and professionalism.

	<b>Exemplary Performance</b>	<b>Meets Standard</b>	<b>Unacceptable Performance</b>
<b>Attendance</b>	Does not miss a class.	Possibly misses one class because of illness or emergency. Notifies professor ahead of class missed.	Misses two or more classes. Does not notify professor ahead of classes missed.
<b>Participation</b>	Reads assigned text and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.	Reads assigned text and can discuss. Shares relevant experiences with others in class.	Does not read assigned text. Does not participate or participates minimally.
<b>Professionalism</b>	Materials handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility.	Materials handed in on time. Team/group membership is positive.	Materials are not handed in on time and may or may not be clear. Team/group membership is confrontational or irresponsible.

### **Course Assignments**

1. **Reading Responses** - For each week's assigned reading, you will be required to write a one-two page reflection (word-processed following guidelines in "Policies and Procedures" section). The objective is for you to think critically as you read and respond not by summarizing, but by writing what you think about as you read, questions you have, and connections you are making to the text. How does this topic apply to your own

context or your future plans? These written reflections will become the basis for our class discussions and will be collected each Wednesday.

2. **Home/Community study** - For this assignment, you will choose one of three pathways to understanding a community different from your own and making instructional connections or understanding your own students more deeply and making instructional connections. More details about this assignment will be shared in class on February 3<sup>rd</sup>.
3. **Literature Book Participation and Presentation** - Each student will participate in two literature study groups (1. adolescent novel & 2. professional literature) and be responsible for presenting the ideas to the rest of the class. This will be a group endeavor and this “sharing” may take the form of modeling an idea presented in the chapter, using video clips, creating a power point presentation, referencing other articles or books to support or refute ideas with the ultimate goal being to facilitate discussion in a creative way.
4. **In-class Participation and Assignments** – There will be several assignments given in class. Attendance is necessary. These assignments assist in meeting the learning objectives on a per class basis. There will be no opportunities for making up these assignments. One of these assignments will be to create a literacy reflection based on your own family literacy practices. More details about these assignments will be provided weekly in class.
5. **Designing and Analyzing Culturally Relevant Pedagogy (Hallmark Assessment Task)** – *Part 1 - Equity Lesson Sequence.* You will design a five-day lesson sequence in your curricular area, including content you are expected to teach, materials you are expected to learn, but *enhanced* through equity pedagogy you learned in class. *Part 2 - Video Analysis of Equity Lesson Sequence.* You will teach one lesson from your Equity Lesson Sequence and videotape it for a minimum of 30 minutes. The lesson must include at least three of the CREDE standards for pedagogy, preferably all five. Using guidelines from class lectures on classroom discourse and readings on classroom discourse, you will analyze the implementation of the strategy for how equitable the lesson was for the students you taught. You will share 10 minutes of the lesson with your group and reflect on issues of equity and social justice that the lesson raises. If you do not have a classroom, please make friends with someone in the class and offer to run the camera for their videotaped lesson. Then, you will reflect on that person’s lesson.

### HAT RUBRIC ASSESSMENT

	Exceeds Standard (5 pts)	Meets Standard (4 pts)	Does Not Meet Standard (3 pts)
<b>The Lesson (1, 16%)</b> KY-KTS (All ALP) 1.1, 1.2, 1.3, 1.4, 1.5, 2.1,	The lesson you teach includes content appropriate for the students you teach (or will teach) and at least three of the CREDE standards for pedagogy. You share 10 minutes of the video	The lesson you teach may be only marginally appropriate for the students you teach (or will teach) and include fewer than three of the CREDE standards for pedagogy. You share ten minutes of the video.	The lesson is not appropriate for the students you teach (or will teach) and it may or may not include one of the CREDE standards. You may or may not share 10 minutes of the video.

2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, UofL 11  IRA 2010  2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4			
<b>The Analysis (3, 50%)</b>  KY-KTS (All ALP) 4.3, 4.4, 4.5, 6.4, 7.1, 7.2, 7.3, 8.1, 8.4, 9.1, 9.2, 9.3, UofL 11  IRA 2010  1.1, 1.3, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.4	The analysis of this lesson will first describe in rich detail (some exact transcripts) what happened. It explains patterns of discourse that may or may not be equitable. The analysis is based on class readings, activities, and discussions. The analysis includes appropriate “next steps” for improving classroom discourse, if appropriate.	The analysis of this lesson will first describe (with some exact transcripts) what happened. It attempts to explain patterns of discourse that may or may not be equitable, but it lacks sophisticated thoughts on this. The analysis is somewhat based on class readings, activities, and discussions. The analysis includes appropriate “next steps” for improving classroom discourse, if appropriate, but it may not reflect best practices.	The analysis of this lesson does not fully describe what happened or it unclear. The explanations for the classroom discourse patterns are weak or not reflective class readings, activities, and discussions. The analysis may or may not include appropriate “next steps” for improving classroom discourse.
<b>The Writing (2, 33%)</b>  KY-KTS (All ALP) 6.4, 6.5  IRA 2010  6.2	The paper is well-written. It is well-organized, clear, concise, and interesting to read.	The paper is somewhat well-written. It is mostly organized well, and mostly clear.	The paper is poorly written.

## **Course Assessment**

### **Criteria for Determination of Grades**

Reading Responses	20 points
Home & Community Study	20 points

Literature Group Presentations	20 points
In-class Participation and Assignments	20 points
Literature Review (Hallmark Assessment)	20 points
<b>TOTAL</b>	<b>100 points</b>

Department of Teaching and Learning approved grading scale

<u>Percentage</u>	<u>Grade</u>	<u>GPA</u>
98-100	A+	4.0
93-97	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
60-69	D	1.0
0-59	F	0.0

**Course Sequence – EDAP 642 (Hybrid Version)**

Week - Date	TOPIC	Whole Group Reading	Choice Reading	Small group reading	Project
<b>PART 1 - Self</b>					
1 Jan. 15	Getting started - Everyone has a story to tell.	Compton-Lilly – Intro & Preface – CCL Text	Search the Internet for current research on literacy & cultural difference	Look at your adolescent literature choices	Timeline  Literacy Shoebox Autobiography
<b>January 22<sup>nd</sup> – Meeting on Campus</b>  <b>On the agenda – building a learning community, structure of course, defining literacy &amp; culture, exploring our own language, literacy &amp; culture</b>					

2 Jan. 22	White privilege; Examining assumptions on race, class, culture, and education	McIntosh (on Blackboard)	- Flores, Cousin, & Diaz;;  - Field and Aebersold	Adolescent Literature	Interview family member
3 Jan. 29	Dialect and language issues	Jim Gee chapter (Ch. 2 CCL text)	- Powell  - Goodman & Buck	Adolescent Literature	First Draft
4 Feb 5	Literacy and identity	1. Williams ("Face in the Mirror");  2. Williams ("Truth in the Tale")	- Choose one other article by Williams on Blackboard	Adolescent Literature	Revised draft
5 Feb 12	Home/community issues	J. Allen (Ch. 9 CCL text)	- Norton-Meier, on Blackboard	Adolescent Literature	Final draft
<p align="center"><b>February 19 – Meeting on Campus</b></p> <p align="center"><b>On agenda – presenting our adolescent literature, sharing our Literature reflections, exploring family &amp; community literacy, guest speaker, select professional literature book</b></p>					
<b>PART 2 - Others</b>					
5 Feb 19	Theories about the relationship between literacy & culture	Larson – Ch. 1 CCL text	Appleman – Ch. 4 CCL text	Order your professional literature book	Community Walk
6 Feb 26	Visual literacy, popular culture, and technology	Compton-Lilly, Ch. 10 CCL text	- Sinatra et al  - Alvermann	Professional Literature	Interview
7 Mar 5	Principles for Instruction	Dixson & Fasching- Varner, Ch. 8 CCL text  - CREDE Five Standards	- Strickland  - Jackson  - G. Gay;  - Interview with Ladson-Billings  - Nieto.	Professional Literature	Experience
8 Mar	Reading instruction and culture	Willis & Parker, Ch. 3 CCL text	-Knoeller -Hu-Pei Au -LeSourd -Santino	Professional Literature	Analysis and Writing

12			<ul style="list-style-type: none"> <li>- Flatley &amp; Rutland</li> <li>- May</li> <li>- Foster &amp; Peele</li> <li>- Callahan et al</li> </ul>		
<p align="center"><b>ON CAMPUS MEETING – March 26<sup>th</sup></b></p> <p>On the agenda – Meet with professional literature study group, Share our home/community studies, work with CREDE standards, plan next project.</p>					
<b>PART 3 – Teaching &amp; Learning</b>					
9 March 26	Teaching English learners	Hawkins & Nicoletti, Ch. 6 CCL	Choose from several articles available on Blackboard	Professional Literature	Plan
10 April 2	Writing instruction and culture	Pacheco & Gutierrez Ch. 5 CCL text	<ul style="list-style-type: none"> <li>- Boyle &amp; Pergoy</li> <li>- Shanahan, Robinson, &amp; Schneider</li> <li>- Delpit (“Skills and Other Dilemmas”)</li> </ul>	Professional Literature	Share lesson plan
11 April 9	Reading Strategies and culture	Mosley & Rogers, Ch. 7 CCL text	<ul style="list-style-type: none"> <li>- Rasinski &amp; Padak</li> <li>- Yokota</li> </ul>	Professional Literature	Teach/tape
12 April 16	Multicultural children’s literature	Chapter from Hancock (Available on Blackboard)  Conclusion of CCL text	<ul style="list-style-type: none"> <li>- Rasinski &amp; Padak</li> <li>- Pang et al</li> <li>- Gillespie et al</li> </ul>	Professional Literature	Analysis/Write/Post to LiveText
<b>Wrapping up our learning</b>					
<p align="center">April 30, 2010 - - FINAL ON CAMPUS MEETING</p> <p><b>Agenda: Presenting our teaching events, presenting our professional literature group, discussion of issues and trends in language, literacy &amp; culture</b></p>					

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- Lensmire, T.J. (1994). *When children write: Critical re-visions of the writing workshop*. Teachers College Press.
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### **Course Policies**

- ❖ All written work should be double-spaced and word-processed, with a 12-point font, 1" margins, and numbered pages.
- ❖ In an effort to respect your classmates, please turn off phones (or put on silent notification) upon entering the classroom. If there is a special circumstance, notify the instructor in advance.
- ❖ Communication is ESSENTIAL. If you will be late on any assignment please discuss this with the instructor.
- ❖ Changes in this syllabus may be made to meet the academic objectives or in the case on unanticipated events. Any changes made will be discussed in class.
- ❖ Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.

### **Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

### **CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

### **Technology Expectations**

Assignments are to be word-processed. Continuing and regular use of email is expected. Hallmark assessments must be posted electronically on LiveText. Students may be expected to do web searches for this course.

### **Technology Requirement**

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at [www.livetext.com](http://www.livetext.com) or from the University bookstore. The student membership fee is \$98 for five years. Additional years may be added to

an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription.

### **Plagiarism Statement**

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible online. One explanation is the in the *Graduate Catalog* in the “Student Code of Conduct” category and the other is in the *Graduate Student Handbook*, “Student Code of Conduct” category, Section 5, Item 5.

**University Writing Center:** There are many different kinds of writing assignments in this course. You are therefore offered the opportunity this semester to become a better writer, regardless of your current ability. The University Writing Center provides free support for writers by providing a comfortable place to write, to collaborate with other writers, and to use writing resources. Writing consultants teach students at all levels to become more effective writers. Through individualized writing consultation, students learn to develop and organize ideas for course papers and other written products. Handouts are also available on a large number of writing topics. To schedule an appointment, students may stop by in person or call 852-2173. The UWC is located on the 3<sup>rd</sup> floor of Ekstrom Library and is open Monday through Saturday.

### **Policy on Class Cancellation**

If class is cancelled due to severe weather (or for any reason), keep to the schedule in the syllabus, preparing for the next week as planned. We will follow the University of Louisville procedures for inclement weather.

**This syllabus was prepared by Lori Norton-Meier in cooperation with the University of Louisville Literacy Faculty. January 2011.**

## EDAP 678 Language Knowledge and Acquisition

### EDAP 678: Language Knowledge and Acquisition

#### Syllabus-Spring 2011

**Instructor:** *Brenda Overturf, Ed.D.*

**Office Hours:** Monday, 1:30-3:30

Tuesday, 1:30 – 3:30

By appointment

**Phone:** 502-852-3976

**Email Address:** Brenda.overturf@louisville.edu

#### **Catalog Description**

Addresses teacher mastery of structure of the English language and alphabetic writing system, and knowledge of language acquisition to help diverse learners learn to read and write.

#### **Course Purpose**

This course is designed to prepare in-service teachers to provide theoretically sound literacy instruction that supports the diverse needs of readers and writers through grade 12. The course will focus on the principles of language acquisition and mastery of structural language elements (i.e., phonemes, syllables, morphemes), the way they are represented in print, and how children learn them within a comprehensive literacy environment.

#### **Required Readings/Texts**

Fisher, D., Frey, N., & Lapp, D. (2009). *In a reading state of mind: Brain research, teacher modeling, and comprehension instruction*. Newark, DE: International Reading Association.

Fox, B. (2010). *Phonics and structural analysis for the teacher of reading*, 10<sup>th</sup> edition. Boston: Allyn & Bacon.

Herrera, S. G., Perez, D. R., & Escamilla, K. (2010). *Teaching reading to English language learners: Differentiated literacies*. Boston: Allyn & Bacon.

Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York: Harper Perennial.

#### **Relevant Professional Standards Met by this Course**

The “Advanced Performance Level” of the 2008 Kentucky Teacher Standards addressed most fully by this course are:

- Standard 1: Demonstrates Applied Content Knowledge
- Standard 2: Designs and Plans Instruction
- Standard 3: Creates and Maintains Learning Climate
- Standard 4: Implements and Manages Instruction
- Standard 5: Assesses and Communicates Learning Results
- Standard 6: Demonstrates the Implementation of Technology
- Standard 7: Reflects On and Evaluates Teaching and Learning
- Standard 8: Collaborates with Colleagues/Parents/Others
- Standard 9: Evaluates Teaching and Implements Professional Development
- Standard 10: Provides Leadership within School/Community/Profession
- UofL Standard 11: Understands the Complex Lives of Students

The International Reading Association Standards for Reading Professionals (2010) addressed most fully by this course are:

- IRA Standard 1: Foundational Knowledge
- IRA Standard 2: Curriculum and Instruction
- IRA Standard 3: Assessment and Evaluation
- IRA Standard 4: Diversity
- IRA Standard 5: Literate Environment
- IRA Standard 6: Professional Learning and Leadership

	1	2	3	4	5	6	7	8	9	10	11	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6
Participation & Professionalism										x							x
Metaphorical Thinking Activity	x								x	x		x					x
Phonics Self-Study	x						x					x					
Student-led Discussions	x								x	x	x	x	x				x
Language Strategy Toolkit	x	x				x					x	x	x		x		
Language Acquisition Case Study (Hallmark)	x				x	x		x			x	x	x	x	x		x

### **Course Objectives**

Candidates are expected to develop a sophisticated understanding of the following concepts and be able to:

1. Evaluate current professional literature on first and second language acquisition and language knowledge concepts.

2. Explain the major concepts of language acquisition, including first and second language learning.
3. Explain the major concepts of language knowledge, including phonetics, phonology, morphology, syntax, and orthography.
4. Demonstrate mastery of basic phonics and structural analysis concepts in order to possess the background knowledge needed to work with learners at all stages of language development.
5. Analyze research-based strategies and activities in language development, including activities to develop knowledge in phonemes, morphemes, and syllables.
6. Analyze language knowledge and acquisition concepts manifested in the speech of young children developing language or Limited English Proficient students.

### **Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation**

Candidates develop a knowledge base of the Phonological Awareness and Phonics and Word Recognition sections of the Foundational Skills P-12 Common Core Academic Standards by completing *Phonics for the Teacher of Reading*. Weekly quizzes and a final exam ensure that teachers have mastered this knowledge base.

### **Conceptual Framework**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<b><i>Conceptual Framework Constructs</i></b>	<b><i>Inquiry</i></b>	<b><i>Action</i></b>	<b><i>Advocacy</i></b>
<b><i>Constructs as Learned and Applied</i></b>	Research	Practice	Service
<b><i>Constructs Reflected in Candidates</i></b>	Critical Thinkers	Problem Solvers	Professional Leaders
<b><i>Unit Dispositions Reflected in</i></b>	Exhibits a disposition to inform practice	Exhibits a disposition to improve practice	Exhibits a disposition to affirm principles of

<b>Candidates</b>	through inquiry and reflection	through information, knowledge, and understanding	social justice and equity and a commitment to making a difference
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EDAP 678 aligns with the conceptual framework in the following ways:

- Under the **construct of inquiry**, you will inform your practice in assignments by an emphasis on inquiry and reflection. Assignments will demonstrate critical thinking and an emphasis on current literacy research.
- Under the **construct of action**, you will improve your practice through developing knowledge and understanding of complex literacy and linguistic concepts with the aim of relating these concepts to multiple contexts and situations.
- Under the **construct of advocacy**, you will demonstrate professional leadership in class assignments to affirm the principles of social justice and equity in literacy teaching and coaching.

### **Course Content**

Topics to be addressed include:

Brain research in reading	Language development
Stages of language acquisition	Syntax systems
Linguistic knowledge	Orthography
First language acquisition	Semantics
Second language acquisition	Consonant knowledge
Phonetics	Vowel knowledge
Phonology	Syllabication and accent
Morphology	Onset and rime
Teaching strategies	Assessment strategies
Common Core Academic Standards	

### **Course Requirements**

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a literacy specialist/coach.

Therefore, the following rubric will be used for attendance, promptness, participation, and professionalism.

	<b>Exemplary Performance</b>	<b>Meets Standard</b>	<b>Unacceptable Performance</b>
<b>Attendance</b>	Does not miss a class.	Misses one class because of illness, emergency, or professional obligation. Notifies professor ahead of class missed.	Misses two or more classes and/or does not notify professor ahead of class(s) missed.
<b>Promptness</b>	Attends each class on time.	Is tardy for one class because of emergency or professional obligation.	Is tardy for two or more classes.
<b>Participation</b>	Reads assigned text each week and can discuss thoroughly. Shares relevant experiences with others in class. Contributes to the overall quality of the learning environment by contributing thoughtful outside resources and information.	Reads assigned text each week and can discuss, but not in an in-depth fashion. Shares relevant experiences with others in class.	Does not read assigned text. Does not participate or participates minimally.
<b>Professionalism</b>	Materials handed in on time and prepared with clarity, precision, and attention to detail. Team/group membership is positive and handled with a sense of responsibility.	Materials handed in on time. Team/group membership is positive.	Materials are not handed in on time and may or may not be clear. Team/group membership is confrontational or irresponsible.

## **Course Assignments**

### *Participation & Professionalism (5 % of grade)*

Preparation and participation are expected in this class. You will read the assigned texts, possibly keeping observations and reactions in a notebook for sharing in class. This requirement will be graded using the rubric above (see attachment for rubric with points possible).

### *Phonics Self-Study (15 % of grade)*

Teachers of reading need a strong background in phonics concepts so that you can assist students learning to read, write, and speak the English language. You will take a pretest on phonics knowledge, and then work through a program designed to teach you the basic concepts of consonants, vowels, syllabication and accent, and onset rime. A posttest will determine your level of phonics knowledge development.

### *Metaphorical Thinking Activity (5 % of grade)*

For this assignment, you will work with a small group to conduct a presentation explaining one of the major theories on second language acquisition. This presentation will be an example of metaphorical thinking. Dittkoff said, "Simply put, a metaphor is the application of a word or phrase to an object or concept it does not literally denote (i.e., 'The ghetto was a volcano about to erupt.'). A metaphor calls attention to a similarity between two seemingly dissimilar things, and by doing so, establishes the kind of creative tension that has the potential to spark quantum leaps in thinking – the kind of leaping that generates insight and discovery. In fact, a well-placed metaphor is a lot like...a chemical reaction...or a meeting of the minds...or a successful merger between two companies, Something good can happen when two similar, but different, elements enter into a relationship with each other." Your presentation should tell us that "the theory you are presenting is like \_\_\_\_\_ because..." Creativity is appreciated!

### *Student-led Discussions (15 % of grade)*

Teachers of reading are expected to possess a foundational knowledge of professional literature, and serve as professional leaders. For this assignment, you will prepare a discussion on the main points of an assigned text. You will create a handout to share the main points of each text and develop at least three questions to guide a discussion about the application of these points with students and classrooms. Please use higher levels of Bloom's taxonomy when preparing the questions. There will be a variety of texts assigned to you throughout the semester.

### *Online Language Strategy Toolkit (10% of grade)*

For this assignment, you will integrate your knowledge of language learning and develop a toolkit of online strategies and activities designed to practice phonemes, letter-sound recognition, syllables, morphemes, syntax, and spelling. You will choose web-based activities that would be appropriate to use with K-12 students, and write a description and rationale for each activity.

### *Final (20% of grade)*



In this course, you will take a final on the last night of class. The final will cover major concepts of the class in phonics and structural analysis knowledge, first and second language acquisition, and brain research in reading.

**Hallmark Assessment: Language Knowledge/Acquisition Case Study (30% of grade)**

The Language Knowledge/Acquisition Case Study is the Hallmark Assessment for this course. You will conduct a case study of a young child (birth through age four) OR a student learning English as a second language. You will interact with the child's family and learn about the context of the child's literacy learning. You will use electronic media to record and transcribe observations and interactions with the child and to analyze the student's language and literacy development in relation to your knowledge of language development and acquisition. You will then draw appropriate conclusions based on professional literature and classroom discussions and communicate your findings.

**Hallmark Assessment Rubric:**

	<b>Target (3 pts)</b>	<b>Acceptable (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Overview (description of child and context) (1, 12%)</b> KY-KTS 1.1.ALP, 1.2.ALP UL.11.4 IRA-2010 4.1	Candidate has clearly described the child and the context of the language knowledge/acquisition case study. The description shows clear sensitivity to cultural and linguistic background.	Candidate has adequately described the child and the context of the language knowledge/acquisition case study. The description shows some sensitivity to cultural and linguistic background.	Candidate has vaguely described the child and the context of the language knowledge/acquisition case study. The description shows little sensitivity to cultural and linguistic background.
<b>Summary of Professional Literature (1, 12%)</b> KY-KTS 1.1.ALP IRA-2010 1.1, 1.2	Candidate has included a scope of relevant professional literature as background for the literacy project. All sources have been cited according to APA guidelines.	Candidate has included professional literature as background for the literacy project. All sources have been cited.	Candidate has included limited professional literature as background for the literacy project.
<b>Observations/ Interactions (1, 12%)</b> KY-KTS 2.1.ALP, 2.2.ALP, 3.2.ALP, 3.5.ALP, 4.1.ALP, 4.2.ALP, 4.3.ALP, 4.4.ALP, 4.5.ALP	Candidate has thoroughly described and analyzed each observation/ interaction in relation to language and literacy concepts introduced in the course. For each language situation, relevant examples of transcriptions	Candidate has adequately described and analyzed each observation/ interaction in relation to language and literacy concepts introduced in the course. Some examples of transcriptions or	Candidate has described and each observation/ interaction but may not have analyzed in relation to language and literacy concepts introduced in the course or included examples of

KY-UL.11.4  IRA-2010 1.3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3	or observation notes are included to provide evidence of analysis.	observation notes are included.	transcription.
<b>Overall Analysis (1, 12%)</b> KY-KTS 1.1.ALP, 1.2.ALP, 8.1.ALP, 8.2.ALP  KY-UL.11.4  IRA-2010 1.1, 1.3, 3.1, 3.2, 4.1, 4.2, 4.3	Candidate has provided an in-depth analysis of the child's language and literacy stage(s) of development in relation to knowledge of first or second language development and acquisition based on relevant professional literature.	Candidate has provided an adequate analysis of the child's language and literacy stage(s) of development in relation to knowledge of first or second language development and acquisition based on relevant professional literature	Candidate has provided a minimal analysis of the child's language and literacy stage(s) of development.
<b>Reflection (1, 12%)</b> KY-KTS 7.1.ALP, 7.2.ALP, 7.3.ALP KY-UL.11.4  IRA-2010 1.1, 4.1, 4.3	Candidate includes a reflection that provides compelling evidence of ability to make sophisticated observations in connection to key language/literacy concepts.	Candidate includes a reflection that provides some evidence of ability to make sophisticated observations in connection to key language/literacy concepts.	Candidate includes a Reflection of the project.
<b>Observation Notes (1, 12%)</b> KY-KTS 1.2.ALP, 5.1.ALP, 5.2.ALP, 5.3.ALP, 5.4.ALP, KY-UL.11.4  IRA-2010 1.1, 1.3, 4.1, 4.2	Include all required elements, are detailed and comprehensive, focusing primarily on literacy-specific observations (as opposed to references about emotions or conventions). Demonstrates sophisticated skill in observing and analyzing the child's processes and products.	Include all required elements, focusing primarily on literacy-specific observations (as opposed to references about emotions or conventions). Demonstrates some skill in observing and analyzing the child's processes and products	Do not include all required elements, and are not detailed. Focused primarily on emotions or conventions. Demonstrates little skill in observing and analyzing the child's processes and products.
<b>Uses of Technology (1, 12%)</b>  KY-KTS 6.1.ALP, 6.2.ALP, 6.3.ALP, 6.4.ALP, 6.5.ALP	Candidate uses appropriate electronic media to record and transcribe observations and interactions with the child, to analyze the student's language/literacy	Candidate uses electronic media to record and transcribe observations and interactions with the child and communicate case study findings. The	Candidate uses technology to communicate case study findings.

	development, and to communicate case study findings. The project is submitted electronically.	project is submitted electronically.	
<b>Effective Communication (1, 12%)</b> KY-KTS 5.5.ALP, 10.1.ALP IRA 2010 3.4, 6.2	Project displays awareness of audience and purpose, logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.	Project displays logical organization, and use of standard conventions in spelling, usage, grammar, and sentence structure.	Project displays minimal organization, and includes some lapses in use of standard conventions in spelling, usage, grammar, and sentence structure.

### Scoring Guides/Rubrics

A scoring guide and/or rubric will be provided for each of the other assignments above.

### Criteria for Determination of Grades

Participation & Professionalism	5% of grade
Metaphorical Thinking Group Activity	5% of grade
Phonics Self-Study	15% of grade
Student-led Discussions	15% of grade
Language Strategy Toolkit	10% of grade
Language Knowledge/Acquisition Case Study	30% of grade
Final	20% of grade

Assignments will be weighed and a final percentage will be calculated. The following grading scale will then be used to determine your final grade.

100%-98%	A+	4.0
97%-95%	A	4.0
94%-90%	A-	3.7
89%-87%	B+	3.3

86%-84%	B	3.0
83%-80%	B-	2.7
79%-77%	C+	2.3
76%-74%	C	2.0
73%-70%	C-	1.7
69%-67%	D+	1.3
66%-64%	D	1.0
63%-60%	D-	0.7
59% and Below	Fail	0.0

**Course Sequence - - - EDAP 678 Spring Schedule**

Date	Class No.	Topic	Reading Due	Assignment Due
Jan 7	1	Introduction The Mighty Brain Pretests		
Jan 14	2	Learning Spoken Language	Wolf, chap 1 Fisher et al, chap 1	
Jan 21	No class—MLK Jr. Day			
Jan 28	3	Learning to Read Phonemic Awareness	Wolf, chap 2 Fisher et al, chap 2	
Feb. 4	4	Second Language Acquisition Phonics: General Knowledge	Herrera et al, chap 1 & 2  Fox, pp. 7-25	
Feb. 11	5	Universal Grammar Cognitive Approach Phonics: Consonants	Herrera et al, chap 3 & 4  Fox, pp. 27-53	Metaphorical Thinking Activity—Groups 1 & 2
Feb 18	6	Pragmatic Perspective Input/Interaction Phonics: Consonants	Herrera et al, chap 5 & 6  Fox, pp. 54-79	Metaphorical Thinking Activity—Groups 3 & 4
Feb 25	7	Sociocultural App. Sociolinguistic App. Phonics: Consonants	Herrera et al, chap 7 & 8  Fox, pp. 80-97	Metaphorical Thinking Activity—Groups 5 & 6
Mar 3	8	Teaching Reading Phonics: Vowels	Wolf, chap. 3 Fisher et al, chap 3 Fox, pp. 101-131	
Mar 10	9	Recognizing Reading Problems Phonics: Vowels	Wolf, chap. 4 Fisher et al, chap 4 Fox, pp. 132-155	
Mar 17	10	Overcoming Reading Problems Phonics: Review of Phonemes	Wolf, chap. 5 Fisher et al, chap 5 Fox, pp 157-168	
Mar 24	11	Reading in the Content	Wolf, chap. 6	Case Study

		Areas Phonics: Onset & Rime	Fisher et al, chap 6 Fox, pp. 175-185	
Mar 31	12	Putting It All Together Phonics: Syllabication & Accent	Wolf, chap. 7 Fisher et al, chap 7 Fox, pp. 187-221	Phonics Self-Study
Apr 7	No class—JCPS Spring Break			
Apr 14	13	Strategy Sharing and Collaboration		Language Strategy Toolkit
Apr 21	14	Final		

## **Bibliography**

Adams, M. (1994). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Adams, M., Foorman, B., Ingvar, L., & Beeler, T. (1997). *Phonemic awareness in Young children: A classroom curriculum*. Cambridge, MA: MIT Press.

Curtin, E.M. (2009). *Practical strategies for teaching English Language Learners*. Upper Saddle River, NJ: National Center for Education Information.

Echevarria, J., & Short, D. (2004). *Making content comprehensible for English Language Learners: The SIOP model, 2/E*. Boston, MA: Allyn & Bacon.

Haynes, J. (2005). *Stages of second language acquisition*.  
[www.everythingsl.net/in-services/language\\_stages.php](http://www.everythingsl.net/in-services/language_stages.php)

Quiocho, A.L., & Ulanoff, S.H. (2009). *Differentiated literacy instruction for English Language Learners*. Boston: Allyn & Bacon.

Levine, L.N., & McCloskey, M.L. (2009). *Teaching learners of English in mainstream classrooms*. Boston: Pearson.

Peregoy, S.F., & Boyle, O.F. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. Boston: Pearson.

Reed, B., Railsback, J. (2003). *Strategies and resources for mainstream teachers of English Language Learners*. Portland, OR: Northwest Regional Educational Laboratory.  
<http://www.nwrel.org/request/2003may/textonly.html#instructional>

Steere, A., Peck, & C., Kahn, L. (1984). *Solving Language Difficulties: Remedial routines*. Cambridge, MA: Educators Publishing Service.

## **Course Policies**

1. All written work should be double-spaced and word-processed, with a 12-point font, 1" margins, and numbered pages.

2. Please turn off cell phones and other electronic devices before class begins. If you have a special circumstance and need to be able to be reached, please let me know in advance.
3. Some classes will have an in-class assignment. In this case, any student who is absent will not be permitted to make up the assignment. Any missed in-class assignment will be penalized.
4. An assignment is late 24 hours after the class meeting. If a class is missed due to illness or emergency, the assignment should be emailed within 24 hours after the missed class unless prior arrangements have been made.
5. Changes in this syllabus may be made to meet the academic objectives or in the case of unanticipated events.
6. Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.

### **Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability resource Center to assist in planning modifications.

### **CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

### **Technology Expectations**

Assignments are to be word-processed. Continuing and regular use of email is expected. Hallmark assessments must be posted electronically. Students are expected to do web searches for this course.

### **Technology Requirement**

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at [www.livetext.com](http://www.livetext.com) or from the University bookstore. The student membership fee is \$98 for five years. Additional years may be added to an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription.

## **Plagiarism Statement**

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible on Blackboard. One explanation is in the *Graduate Catalog* in the “Student Code of Conduct” category and the other is in the *Graduate Student Handbook*, “Student Code of Conduct” category, section 5, item 5.

## **Department of Teaching and Learning Attendance Policy**

**Goal: To establish a high level of professionalism for every teacher.**

### **Courses**

- Attendance is REQUIRED at each class session
- If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course.
- If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
- You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
- Absences and tardiness will be considered in assessing your dispositions.
- If you are absent TWICE from a course that meets once weekly, or THREE times in a course that meets twice weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
- Extenuating situations will be considered on an individual basis.
- If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concerns*.
- You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected as described above.

When you expect a prolonged absence (out more than a week), contact **CEHD** Teaching and Learning Staff 852-6431

**U of L** Dean of Students Cardinal Angel Program, 852-5787 or DOS.louisville.edu. You will need to provide your name, student ID number, and circumstances.

### **Clinical/Field Placements**

- Attendance is REQUIRED. You must complete a Log Sheet for each experience. If you are unable to attend a clinical/field experience, you must contact:
  - Your Classroom Cooperating Teacher
  - Your University Supervisor (if you are student teaching **or** in the P-5 MAT Program)
  - Your Instructor (if different from your Supervisor)
- Plan to arrive at your placement early, taking into consideration possible delays, such as traffic.
- Any hours missed must be made up to meet the required number of hours for that field experience. Rescheduling should be done in consultation with your supervisor in a way that is respectful to the classroom teacher.
- Absences and tardiness in your field work will be considered in your dispositions assessment.



College of Education  
and Human Development

**EDAP 615: Measurement and Diagnosis of Literacy**

**Syllabus**

**Class Held at J.B. Atkinson Academy for Excellence in Teaching and Learning**

**Instructor:** Dr. Christine Sherretz  
**Office Hours:** Wednesday 9:00-11:00 at U of L  
Friday 9:00-11:00 at U of L  
**Phone:** (502)852-2302  
**Email Address:** [Christine.sherretz@louisville.edu](mailto:Christine.sherretz@louisville.edu)  
**Office:** CEHD 269

**Catalog Description**

An introduction to diagnostic concepts in reading, with an emphasis on screening instruments, materials, and tutoring procedures. **Prerequisite: EDAP 610.**

**Course Purpose**

This course is designed for in-service teachers to refine their literacy teaching knowledge and skill. The focus will be on assessment and diagnosis of literacy knowledge and difficulties.

**Required Readings/Texts**

*LiveText* electronic database for assessments and communication of electronic portfolio

Ekwall and Shanker. (2000). *Ekwall/Shanker reading inventory*. Allyn and Bacon:  
Boston, MA.

Manzo, A. Manzo, U. and Albee, J. (2010). *Reading assessment for diagnostic- prescriptive teaching*. Wadsworth/Thomson Learning: Belmont, CA.



Each candidate will obtain, read and critique 2 professional articles about assessment and/or diagnosis of literacy ability.

### **Relevant Professional Standards Met by this Course**

The Kentucky Teacher Standards Advanced Level (2008) addressed most fully by this course are:

- KY Standard 1: The Teacher Demonstrates Applied Content Knowledge
- KY Standard 2: The Teacher Designs and Plans Instruction
- KY Standard 5: The Teacher Assesses and Communicates Learning Results
- KY Standard 7: Reflects and Evaluates Teaching and Learning

The 2010 International Reading Association Standards for Reading Professionals addressed most fully by this course are:

- IRA Standard 1: Foundational Knowledge
- IRA Standard 3: Assessment and Evaluation
- IRA Standard 6: Professional Learning and Leadership

	KTS 1	KTS 2	KTS 5	KTS 7	IRA 1	IRA 3	IRA 6
Blackboard Discussion	1.1				1.1		
Presentation	1.1				1.1		
Literacy Article Critiques	1.1				1.1;1,2		
Diagnostic Assessment Series (Hallmark)		2.2;2.3	5.1; 5.2;5.3; 5.4;5.5;5.6	7.1		3.1;3.2; 3.3;3.4	6.2

This course prepares teachers to teach the following NCTE standards for English Language Arts:

1. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

This standard is fulfilled in the following way: students are taught ways to teach and assess comprehension. Students complete various assessments and then plan next

steps of instruction. Depending on the needs of the students, those next steps of instruction may be comprehension strategies.

2. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

This standard is fulfilled in the following way: students complete weekly discussion board postings over reading that other students reflect on and then respond to others. Students also participate in group discussions regarding course content and articles read.

3. Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

This standard is fulfilled in the following way: students write weekly reflections and two article critiques for the purpose of exchanging information and possibly persuading classmates. Students also present information read in an article in a visual manner.

### **Course Objectives**

Candidates are expected to develop a sophisticated understanding of the following concepts and be able to:

1. Describe current models of reading and related approaches to literacy assessment and instruction.
2. Describe or recognize appropriate assessment formats for assessing the major elements of literacy growth, including motivation and attitudes, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
3. Articulate the principles of effective assessment and evaluation in a balanced literacy program.
4. Interpret students' formal and informal assessment results.
5. Identify measurement concepts and characteristics and uses of norm-referenced and criterion-referenced tests.
6. Describe the meaning of test reliability and validity.
7. Identify a variety of formative and summative literacy assessments and explain the purpose, assets, and shortcomings of each.
8. Analyze state assessment measures for research-based literacy concepts.
9. Administer formal, informal, and performance-based assessments measures and be conversant in the terminology, application, and interpretation of those measures.
10. Diagnose emergent literacy, word knowledge, comprehension
11. Diagnose reading difficulties of older students
12. Develop an individualized corrective reading program for a student based on his/her strengths and weaknesses.
13. Select reading and writing techniques to help the culturally and linguistically diverse child become a better reader.
14. Show how technology can be utilized in the assessment-teaching process.
6. Use assessment to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.

## **Integration and Assessment of Kentucky Common Core Academic Standards for English/Language Arts and College and Career Readiness Preparation**

Candidates learn to develop and administer formative and summative assessments to measure progress in student mastery of the Common Core Academic Standards.

### **Summary of Conceptual Framework**

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<b><i>Conceptual Framework Constructs</i></b>	<b><i>Inquiry</i></b>	<b><i>Action</i></b>	<b><i>Advocacy</i></b>
<b><i>Constructs as Learned and Applied</i></b>	Research	Practice	Service
<b><i>Constructs Reflected in Candidates</i></b>	Critical Thinkers	Problem Solvers	Professional Leaders
<b><i>Unit Dispositions Reflected in Candidates</i></b>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

### **Relationship to Conceptual Framework**

EDAP 615 aligns with the conceptual framework in the following ways:

- Under the **construct of inquiry**, you will read and critique two scholarly articles that are applicable to your current teaching situation. After reading these you will present the information to classmates. Other class assignments will demonstrate critical thinking and emphasize current literacy research.
- Under the **construct of action**, you will administer multiple reading assessments to students and then develop next steps of instruction based on the assessment results.
- Under the **construct of advocacy**, you will work collaboratively with your peers and teachers in your building to affirm the principles of social justice in the classroom.

## **Course Content**

Topics to be addressed include:

Nature of corrective instruction	Norm-referenced tests
Formal and informal assessment	Criterion-referenced tests
Dynamic and authentic assessment	Analysis of assessment results
Formative and summative assessment	Anecdotal records and observations
Evaluating assessment devices	Assessing reading motivation
Informal Reading Inventory; Miscue Analysis	Assessing metacognitive ability
Running Records	Assessing Common Core Academic Standards
Assessment of emergent literacy, word recognition, comprehension, writing, motivation	

## **Course Requirements**

### **1. Class Professionalism/Participation 5% of Final Grade**

The underlying philosophy of this class is one of social interaction. The experiences each person brings to the class contribute to the body of knowledge learned. It is difficult, if not impossible, to make up experiences missed by not being in class. We all learn from others, and your thoughts and questions are an important part of the learning process. Likewise, a professional attitude and demeanor are vital to success as a teacher. Therefore, at the conclusion of each class, you will complete a participation self evaluation. All weekly evaluations will be averaged for your final grade. **If you are not in class, you will receive a 0 for participation that day. There is no way to make up these points and there are no excused absences. (See the attached rubric)**

### **2. HomePage 2% of Final Grade**

In order to get to know each other more each student should complete a HomePage on BlackBoard. Log into BlackBoard and to the HomePage link. You should then go to Create Homepage and complete the information. Please provide a digital picture to your profile so we can better get to know each other.

### **3. Blackboard Discussion 18% of Final Grade**

Using the Blackboard discussion board, you will post a reflection related to the reading each week. You will also respond to at least two other reflections posted by other candidates. Your peers are the audience. The BlackBoard Discussion board will be graded each week. **Original blackboard postings and reactions to others are due at noon each Wednesday. Your responses to others are due before class begins each Thursday.** See attached rubric for assessment details.

### **4. Literacy Article Critiques 20% of Final Grade (10% per critique)**

You will obtain, read and critique 2 professional articles about assessment and/or diagnosis of literacy ability. These articles should be peer reviewed journals. The critique should be approximately 2-3 pages in length. Include the following information in the critique:

- ✓ Reference: Type the complete reference in APA format on the top of page one.
- ✓ Summary: Write a succinct summary of the content of the article and discuss what you consider to be the most significant ideas. Make sure you identify the problem/question at issue. Identify any assumptions that the author makes.
- ✓ React to the Article: Explain your own perspective and position of the article. Identify other perspectives and positions that need to be considered.
- ✓ Prior Knowledge/Application: Tell how the content of the article relates to what you already know and if it can be applied to your current teaching situation.
- ✓ Your article should be submitted on BlackBoard. Please submit an electronic copy of the article on BlackBoard or bring a hard copy of the article to class.

This should be a well-developed, carefully edited paper representative of graduate-level work. **See attached rubric for assessment details.**

### **5. Professional Presentation 10% of Final Grade**

To demonstrate professional leadership, you are required to lead a class presentation on one of the articles that you have critiqued. You can be as creative as you want to be with the presentation. Be prepared for this discussion to last no longer than 15 minutes. Look through the class schedule and chose a presentation time in which the content of the article aligns with the content of the chapter. Please choose an article that could be viewed from multiple perspectives or may have opposing viewpoints to be considered. See attached rubric for assessment details.

### **6. Mid Term Portfolio Review 10% of Final Grade**

All students enrolled in the MSED Reading program will submit your mid term portfolio for review. At the mid point portfolio review, students are required to meet 3 of the IRA standards and all of the standard's indicators. At least one standard under the categories of each of the Conceptual Framework Constructs must be chosen.

Inquiry	Action	Advocacy
IRA 1: Foundational Knowledge	IRA 2: Instructional Strategies and Curriculum Materials	IRA 5: Professional Development

IRA 4: Creating a Literate Environment	IRA 3: Assessment, Diagnosis, and Evaluation	
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A first draft of the “Letter to the Reader” will be assessed at Mid-Program. The “Letter to the Reader” will provide evidence of understanding of the Conceptual Framework Constructs. The Ideas to Action Holistic Rubric will be used to evaluate the “Letter to the Reading” and the rationales provided with Artifacts for the standards selected for the Mid-Program Review.

Students not in the MSD in Reading will complete an extra article critique in lieu of the portfolio.

### **7. Diagnostic Assessment Series (Hallmark Assessment) 35% of Final Grade**

In order to ensure that you are familiar with and experienced in using a variety of assessments, you will complete a Diagnostic Assessment Series. The DAS will require you to administer a series of assessments to either one student from your classroom or several different students. The object is for you to practice administering and analyzing varied assessments to diagnosis literacy strength and need. This is the best and only way to plan for future instruction.

For the DAS, you will be required to administer at least 10 different types of assessments representing the following categories (you may substitute assessments with instructor approval):

- An interest inventory (Ekwall and Shanker p. 287-288)
- An attitude survey
- A metacognitive inventory or reader self-perception scale
- Emergent Literacy Tests (Ekwall and Shanker p. 262-268)
- A phonics assessment (Ekwall and Shanker p. 276-278)
- Structural Analysis (Ekwall and Shanker p. 279-282)
- A fluency assessment (Provided by Instructor)
- An IRI (Informal Reading Inventory with a word list, miscue analysis and retelling/comprehension questions)
- A spelling inventory (Manzo and Albee p. 126-127)
- Your Choice

You will write a summary of your experience with each assessment, critique the assessment and the assessment experience, and outline the next steps for the student you have assessed in that particular area. More details will be provided in class.

### **Criteria for Determination of Grades**

Blackboard Discussion	18%
Homepage	2%
Profession Presentation	10%
Assessment Article Critique 1	10%

Assessment Article Critique 2	10%
Mid-Program Portfolio Review	10%
Diagnostic Assessment Series	35%
Professionalism	5%

Assignments will be weighed and a final percentage will be calculated. The following grading scale will then be used to determine your final grade.

98%-100%	A+	4.0
93%-97%	A	4.0
90%-92%	A-	3.7
87%-89%	B+	3.3
83%-86%	B	3.0
80%-82%	B-	2.7
77%-79%	C+	2.3
73%-77%	C	2.0
70%-72%	C-	1.7
60%-69%%	D	1.0
59% and Below Fail		0.0

### EDAP 615 Course Sequence

Date	Class	Topic	Reading Due	Due
Jan. 13	1	Conceptual Foundations of Literacy Assessment *Administering an Interest Inventory	Chapter 1	
Jan. 20	2	Frameworks and Principles for Corrective and Remedial Intervention *Administering a Metacognitive Assessment	Chapter 6	Discussion Board Posting Complete HomePage on BlackBoard

Jan. 27	3	Individual Diagnosis and Case Reporting *Administering a Attitude Assessment	Chapter 2	Discussion Board Posting
Feb. 3	4	Standardized and Structured Informal Assessment of Reading	Chapter 3 Presentation: _____	Discussion Board Posting <b>Article Critique 1</b>
Feb.1 0	5	Informal Reading Inventories	Presentation: _____	<b>Interest Inventory Attitude Inventory Metacognitive Assessment Due on DAS *Post on Live Text</b>
Feb. 17	6	Ekwall/Shanker Reading Inventory	Presentation: _____	<b>Complete running record. Bring in the assessment to class.</b>
Feb. 24	7	Word Recognition: Phonemic Awareness, Sight Words, and Phonics *Administering Emergent Literacy Assessment and the Structural Analysis Assessment	Chapter 7 Presentation: _____	Discussion Board Posting
March 3	8	Assessment of Language Arts-Spelling, Writing, Oral Language and Study Skills *Administering a Spelling Inventory	Chapter 4 Presentation: _____	Discussion Board Posting
March 10	9	Vocabulary: Prescription for Concept, Content, and Cognitive Development	Chapter 9 Presentation: _____	Discussion Board Posting  <b>Spelling Assessment and Emergent Literacy Assessment due for DAS. Post on LiveText.</b>
March 17	10	Precision Teaching of Comprehension	Chapter 8 Presentation: _____	Discussion Board Posting
March 24	9	In-Depth Assessment of Collateral Factors in Literacy Development  Formative Assessment of E/LA Common Core Standards	Chapter 5 Presentation: _____	Discussion Board Posting <b>Literacy Critique 2 Due</b>
March 31	12	Improving Content Area reading and Study Strategies  Summative Assessment of E/LA Common Core Standards	Chapter 10 Presentation: _____	Discussion Board Posting



April 7 NO CLASS JCPS SPRING BREAK				
April 14	13	Class Time to Work on Portfolio		<b><i>DAS DUE on LiveText</i></b>
April 21	14	Class Wrap Up Final Evaluations Professionalism Grades		<b><i>Mid-Program Portfolio Due</i></b>

### **Course Policies**

7. Please turn off cell phones and other electronic devices before class begins. If you have a special circumstance and need to be able to be reached, please let me know in advance.
8. Please do not accept, read, respond to, or write text messages in class.
9. An assignment is late 24 hours after the class meeting. If a class is missed due to illness or emergency, the assignment should be emailed within 24 hours after the missed class unless prior arrangements have been made. I will accept late assignments, but you will lose points off of your professionalism grade for that week. For example, if your bulletin board posting is due on January 20<sup>th</sup> and you do not post it until January 21<sup>th</sup>, you will lose 4 points from your professionalism grade on January 20<sup>th</sup>.
10. Changes in this syllabus may be made to meet the academic objectives or in the case of unanticipated events.
11. Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.

### **Policy on Instructional Modifications**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability resource Center to assist in planning modifications.

### **CEHD Diversity Statement**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

### **Technology Expectations**

Assignments are to be word-processed. Continuing and regular use of email is expected. Hallmark assessments must be posted electronically. Students are expected to do web searches for this course.

### **Technology Requirement**

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText will be utilized for submitting a Hallmark Assessment Task (HAT) in every course in addition to other requirements by program (i.e., portfolios). If you do not already have a LiveText account, you will be required to purchase one for use during the courses in which you are currently enrolled.

A LiveText student membership may be purchased at [www.livetext.com](http://www.livetext.com) or from the University bookstore. The student membership fee is \$98 for five years. Additional years may be added to an account at a reduced rate for those students who remain at the University of Louisville beyond the life of the five-year subscription.

### **Plagiarism Statement**

Plagiarism is addressed by the Graduate School at the University of Louisville in two documents, both accessible online. One explanation is in the *Graduate Catalog* in the “Student Code of Conduct” category and the other is in the *Graduate Student Handbook*, “Student Code of Conduct” category, section 5, item 5.

### **Department of Teaching and Learning Attendance Policy**

- ✓ Attendance is REQUIRED at each class session.
- ✓ If you are absent, you will not receive full participation credit for the course. The course syllabus will document the participation guidelines/requirements for each course.
- ✓ If you are absent, you must contact the instructor of the course, preferably prior to the class session. It is your responsibility to find out what you missed.
- ✓ You must be on time for class sessions. Repeated tardiness will also impact your participation credit.
- ✓ Absences and tardiness will be considered in assessing your dispositions.
- ✓ If you are absent TWICE from a course that meets once a week, or THREE times in a course that meets twice a weekly, you MUST initiate a meeting with the course instructor to determine whether you will still be able to pass the course with the acceptable grade required by your program and if you can devote the necessary time to the course.
- ✓ Extenuating situations will be considered on an individual basis.
- ✓ If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concern*.
- ✓ You may be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected as described above.
- ✓ If you expect a prolonged absence, contact CEHD Teaching and Learning Staff 852-6431.
- ✓ U of L Dean of Students Cardinal Angel Program, 852-5787, or [DOS.louisville.edu](http://DOS.louisville.edu). You will need to provide your name, student ID number, and circumstances.

### **PROFESSIONAL PRESENTATION RUBRIC**

<b>Professional Presentation Rubric</b>	<b>Possible Points</b>	<b>Teacher Assessment</b>
Provided depth in coverage of topic. Student demonstrates full knowledge of topic by answering all class questions with explanations and elaboration.	4	
Presentation was well planned and coherent. Student presents information in logical, interesting sequence which audience can follow.	4	
Presenter was model of thoughtfulness. Personal experience integrated where relevant and appropriate. <b>Explanations and reasons given for conclusions.</b>	4	
Communication aids were clear, useful, and error free.	4	
Bibliographic information for others was complete.	4	
<b>Total Possible Points</b>	<b>20</b>	

Each category will be rated using the following scale: 4 = excellent, 3 = good, 2 = satisfactory and 1 = poor.

### **Class Participation and Professionalism Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Preparation	I came to class prepared, having read and thought about the material. I brought notes with questions or worthwhile additions to the conversation based on my reading, having spent considerable time reflecting on the course reading.	I came to class prepared, having read, written, and thought about the material. I have written some general questions about the material.	I came to class generally prepared, having read and thought about the material.	I came to class having read some of the reading and/or I was not prepared.

Participation	I participated with enthusiasm, listened to others and helped to advance the understanding of the large or small group with interesting comments, examples, and insights.	I participated with interest in large and small group activities, listened to others, asked and responded to questions.	I participated with interest, talked occasionally or dominated the conversation without consideration of others, asked a few questions.	I was reticent to participate or did not enter into collaborative, group activities, asked no questions.
Time on Task	I arrived to class on time and did not leave early. I came back from break on time. All class time was used efficiently.	I arrived to class on time and did not leave early. I came back from break on time. Most of my class time was used effectively.	I arrived late to class or left early. I came back from break on time. Most of my class time was used effectively.	I arrived late to class or left early. I did not use my class time effectively. (Example: used computer for non class related work, discussed issues not related to class, etc.)
Class Assignments	I turned in this week's class assignments on time.			I did not turn in my assignment on time.

\_\_\_\_\_ / 16 Points

### ARTICLE CRITIQUE RUBRIC

<b>1)</b> Identifies and summarizes the <b>problem/question</b> at issue (and/or the source's position) that is stated in the article  <b>1-----2-----3-----4-----5</b>	
<b>Scant</b>	<b>Substantially Developed</b>
Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem. Does not identify or is confused by the issue, or represents the issue inaccurately.	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.

	Identifies not only the basics of the issue, but recognizes nuances of the issue.
<b>2) Identifies and presents the STUDENT'S OWN perspective and position</b> as it relates to the problem/question in the article.	
1-----2-----3-----4-----5	
<b>Scant</b>	<b>Substantially Developed</b>
Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.	Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources.
<b>3) Identifies and considers OTHER salient perspectives and positions</b> that are important to the analysis of the issue.	
1-----2-----3-----4-----5	
<b>Scant</b>	<b>Substantially Developed</b>
Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.	Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information.
<b>4) Identifies and assesses the key assumptions.</b>	
1-----2-----3-----4-----5	
<b>Scant</b>	<b>Substantially Developed</b>
Does not surface the assumptions and ethical issues that underlie the issue, or does so superficially.	Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.
<b>5) Identifies and links information to prior knowledge and application.</b>	
1-----2-----3-----4-----5	
<b>Scant</b>	<b>Substantially Developed</b>
Minimally links information from article to prior knowledge. Does not explain how the article relates to current teaching situation. Does not give examples of support.	Links information to prior information learned. Explains how or if the content of the article relates and teaching situation. Gives specific examples of support.
_____ / 25 Points	

	Original posting mentioned at least 2 points from the week's reading. (2 point)
	Original posting makes text to self, text to text, or text to world connections. (2point)
	Original posting analyzes or synthesizes the content-the posting is not just a summary of the reading. (2 point)
	Original posting is grammatically correct and proofread for spelling errors. (1 point)
	Your responses are logically reasoned and supported. (2 point)
	Your responses to others are grammatically correct and proofread for spelling errors. (1 point)
<b>TOTAL</b>	<b>10 Points Possible</b>

### **HALLMARK ASSESSMENT TASK Rubric - - Diagnostic Assessment Series**

	<b>Target 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>
<b>Knowledge of assessment</b>  KY-KTS 1.1.ALP, 3.2.ALP, 5.1.ALP, 5.2.ALP, 5.3.ALP, 5.6.ALP, 6.2.ALP  IRA 2010 1.1, 1.2, 3.1, 3.2	Candidate demonstrates use of a wide range of assessment tools and practices that range from individual to group standardized tests to individual and group classroom assessment strategies, including technology-based assessment tools.	Candidate demonstrates use of a wide range of assessment tools and practices.	Candidate demonstrates use of a limited range of assessment tools and practices.
<b>Data analysis</b>  KY-KTS 2.2.ALP, 2.3.ALP, 5.4.ALP,  IRA 2010 3.2	Candidate demonstrates ability to place students along a developmental continuum and identify students' proficiencies and	Candidate demonstrates ability to identify students' proficiencies and difficulties.	Candidate demonstrates limited ability to identify students' proficiencies and difficulties.

	difficulties.		
<b>Use of assessment data</b>  KY-KTS 2.2.ALP, 2.3.ALP, 5.4.ALP,  IRA 2010 3.3	Candidate demonstrates robust use of assessment data to plan, evaluate, and revise effective instruction that meets the needs of students, including those at different developmental stages and those from different and linguistic backgrounds.	Candidate demonstrates use of assessment data to plan, evaluate, and revise effective instruction that meets the needs of students.	Candidate demonstrates little or no use of assessment data to plan, evaluate, and revise effective instruction that meets the needs of students.
<b>Communication of assessment results</b>  KY-KTS 5.2.ALP, 5.5.ALP, 8.1.ALP,  IRA 2010 3.4	Candidate demonstrates ability to communicate results of assessments to various audiences for both instructional and accountability purposes.	Candidate demonstrates ability to communicate results of assessments to various audiences.	Candidate demonstrates limited ability to communicate results of assessments to various audiences.
<b>Reflection</b>  KY-KTS 7.1.ALP  IRA 2010 1.1, 1.2	Candidate draws thorough conclusions from the experience that provide compelling evidence of this teacher's ability to make sophisticated observations in connection to key literacy concepts found in professional literature.	Candidate draws conclusions from the experience that provide some evidence of this teacher's ability to make observations in connection to key literacy concepts found in professional literature.	Candidate draws few conclusions from the experience that provide any evidence of this teacher's ability to make observations in connection to key literacy concepts found in professional literature.
<b>Effective professional communication</b>  IRA 2010 3.4, 6.2	Project displays awareness of audience and purpose, logical organization, and use of standard	Project displays logical organization, and use of standard conventions in spelling, usage, grammar, and	Project displays minimal organization, and includes some lapses in use of standard

	conventions in spelling, usage, grammar, and sentence structure.	sentence structure.	conventions in spelling, usage, grammar, and sentence structure.
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\_\_\_\_\_/18 Points

# <sup>1</sup> **Bibliography**

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